

**Washington State Early Learning and Development
Guidelines:
Birth Through 3rd Grade**

DRAFT FOR COMMENT

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[Note: There will be color and photos throughout the document]

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Department of Early Learning ♦ Office of Superintendent of Public Instruction ♦
Thrive by Five Washington

Washington State Department of Early Learning

PO Box 40970

Olympia, WA 98504-0970

1.866.482.4325

communications@del.wa.gov

<http://www.del.wa.gov/>

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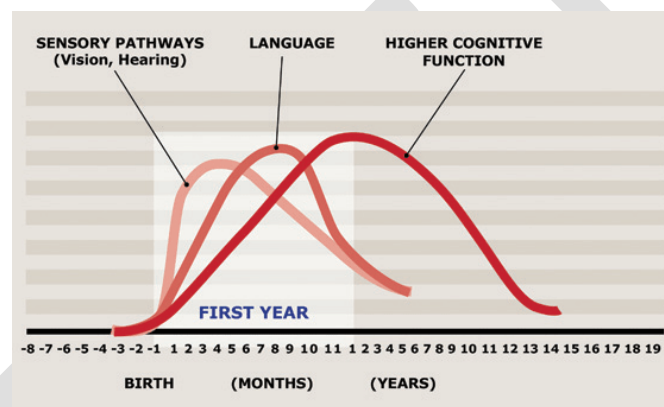
Early Learning and Development . . . It Matters!

What Is Special About These Years

The early years of a child's life are amazing.

Children begin life totally dependent on adults. But they are learning at birth—even before. The early years are the most extraordinary period of growth and development in a child's lifetime. This rapid change once seemed mysterious. But today we know much more about how children grow and develop.

In fact, a child's very first year is crucial for building the brain. The graph below highlights how a child's senses, language and knowing (cognition) all burst into high gear in the first 12 months of life. Humans learn throughout life, of course. But this very first year builds the base for all future learning.



Graph Source: C.A. Nelson (2000)

There are less than 2000 days from the time a child is born until he or she enters kindergarten. Every one of those days counts.

Birth through 3rd grade is when a child's process of knowing takes shape.

As babies and toddlers grow, they also become aware of and start to make sense of their world. This is their knowing, or cognitive, function. The years from birth through 3rd grade lay the groundwork for the child's cognitive abilities. This is the time to maximize each child's learning potential.

Birth through 3rd grade is also *the* time for parents, caregivers and teachers to observe a child closely and follow up if the child's development is not as expected. This follow-up could be to seek help for concerns or to enrich the child's areas of strength. Intervening early can prevent or reduce problems later on.

What the Guidelines Are

The Guidelines are a guide for the journey of early learning and development.

The *Washington State Early Learning and Development Guidelines* describe children's early learning and development, and ways adults can support this growth. Having a set of generally agreed-upon guidelines

helps families, caregivers and teachers all work together to help children grow and learn. Many states have guidelines as a resource to support school readiness for all children. Our state developed the *Washington State Early Learning and Development Benchmarks* in 2005. The intent was to review and update the document every five years. The new Guidelines are both an update and a redesign.

The Department of Early Learning (DEL), the Office of Superintendent of Public Instruction (OSPI) and Thrive by Five Washington led the process that developed these Guidelines. The goal was to produce guidelines that: are culturally appropriate for Washington's increasingly diverse population; provide meaningful connection to the state's learning standards; reflect what we've learned about child development since 2005; and have been reviewed by individuals and communities around the state.

Extending the *Early Learning and Development Guidelines* through 3rd grade is new in this edition and is very intentional. It reflects the age span covered in the State of Washington's 10-year Early Learning Plan, endorsed by Governor Gregoire in 2010. Using this age span also reflects the growing momentum throughout school districts and early learning systems across the state to align learning from birth through 3rd grade (often called P-3).

The Guidelines address the whole child.

Early learning is about all areas of learning. In the years from birth through 3rd grade, children gain physical and social skills, and begin cognitive growth. Children need to become confident in what they can do. They need to be able to solve problems, and express their creativity, imagination and thinking skills. They need to learn how the world around them works. The Guidelines cover all these areas for every age group through 3rd grade. Teaching the "whole child" from birth through 3rd grade will better prepare all the children in Washington for the challenges of the 21st century.

How the Guidelines Can Be a Resource for You

The Guidelines are for everyone who loves, cares for and educates children.

They offer the adults in children's lives a "common language" and way to understand children's development. They are in harmony with the Head Start and ECEAP standards, the core competencies for early learning professionals and child development professionals, the state's learning standards and common core standards, and "protective factors" for families. They also offer easy ways adults can interact with children to foster their growth. The Guidelines can help parents, child care providers, preschool teachers and kindergarten through 3rd grade teachers join together to support their children's growth and learning.

If you are a parent:

You can use the Guidelines to get tips on supporting your child's growth and learning. You can also use the Guidelines to help you talk with your child's caregivers and teachers about how they are helping to build your child's social skills, healthy living, language skills, math skills, etc. Together you can identify activities to enhance and encourage your child's growth.

If you are a birth – age 5 caregiver or teacher:

You can use the Guidelines to help spark your thinking about ways to help children learn. You can also use the *Guidelines* as a bridge with the child's family and with kindergarten and primary grade teachers. You can share with the family some of the activities the Guidelines suggest that will foster their child's growth and learning. The *Guidelines* also suggest age-appropriate skills in language, literacy, math, science, social studies, health and fitness, the arts, etc. You can talk with kindergarten and primary grade teachers about how these skills relate to what children will be learning as they move into school.

For a larger vision of what children will learn in school, you can see our state's learning standards at the Office of Superintendent of Public Instruction (OSPI) web site, http://www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx

If you are a kindergarten – 3rd grade teacher or a school-age caregiver:

The *Early Learning and Development Guidelines* provide a snap shot of what a child learns at each grade, kindergarten through 3rd grade, for parents, caregivers and teachers to use. They can be a resource to help you talk with child care and preschool teachers about what children are learning before they enter school, and with parents about ways to support their children's learning. The Guidelines can be a guiding document in support of the state learning standards by offering a broader view of the development of the whole child, including social/emotional development. The Washington State Learning Standards (including the recently adopted Common Core Standards for English Language Arts and Mathematics) continue to be the core for the instruction children receive in their classrooms. The Guidelines are meant to affirm and support your teaching in the context of the child's family and culture. For most teachers, this is already core to your work. The kindergarten through 3rd grade Guidelines also provide links to Washington's learning standards as they describe the foundational academic skills that guide everyday instruction. You can access the state's learning standards and resources to support learning about them through your school district and OSPI. (See grade-level standards and resources at <http://standards.ospi.k12.wa.us/>)

In the future, a next step will be for OSPI, K-12 and state early learning partners to consider how the *Early Learning and Development Guidelines* can be integrated with our state's learning standards for the primary grades in all subject areas. We believe that by explicitly teaching self-management, interpersonal skills, and sense of self in the context of the child's family and cultures, our children will be the better prepared for the opportunities of upper grade school and beyond. The Guidelines sponsors would like your thoughts about how to make this linkage meaningful.

For everyone who cares for or works with children:

Feel free to cut and paste these Guidelines into smaller segments, or to use the parts that fit your needs. DEL, OSPI and Thrive by Five Washington invite your feedback on how you use the Guidelines and your suggestions for their next revision (in approximately 2016). Please see the comment form on the last page or send a message to communications@del.wa.gov

Early Learning Guidelines: Principles and Purposes

The Guidelines Development Committee developed a set of principles as the basis of the Guidelines and described their purposes. (See Acknowledgements for a list of the Development Committee members.)

Guiding Principles

Every child in Washington has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. Early learning that supports the full participation of every child builds on these strengths by fostering a sense of belonging and supporting positive social relationships.

We believe that . . .

- Every child and family has unique gifts and abilities that are to be celebrated and nurtured
- Birth to third grade is the most extraordinary period of growth and development that lays a foundation for learning throughout one's life
- Families are their child's first, most important, and life-long teachers
- Children are active learners who learn through relationships, play, active involvement, engagement, exploration and use of their senses
- Every child and his or her family deserve equitable access to appropriate supports that acknowledge their uniqueness and enable them to reach their full potential
- Learning and development are interrelated; this means that learning builds upon previous learning and development in one area impacts other areas
- Children learn when they are healthy, safe, and free of hunger

Therefore, we are committed to . . .

- Valuing and embracing all children and their families
- Promoting the retention of home language and culture
- Involving parents, families and communities as partners and decision makers in early learning
- Building trust and fostering collaborative partnerships that benefit children, their families and the professionals who work with them
- Helping everyone who loves, cares for and educates children by providing information about children's growth, development, and experiences
- Supporting children's health and safety
- Encouraging environmental responsibility and global community

We will . . .

- Build understanding of the importance of high-quality, inclusive early learning practices and programs
- Create a dynamic, usable, and accessible set of Guidelines that support a variety of experiences that reflect a whole-child approach
- Reflect and honor different communities and cultures across Washington State in the Guidelines

- Use clear, warm, easy to understand language
- Make the Guidelines available in multiple languages
- Use a reflective process to update the Guidelines, incorporating feedback based on the experiences of families, caregivers, providers, teachers, other early learning professionals, and current and culturally inclusive research

Purposes of the *Early Learning and Development Guidelines*

These Guidelines are a statewide resource for everyone who loves, cares for and educates young children. The Guidelines provide essential information to support and enhance children's development and learning.

Washington's Guidelines will:

- Provide a tool about children's development that includes practical strategies for children at different stages of growth;
- Provide suggestions for where to go and who to ask for additional information on growth and development of young children. Promote a whole-child approach that affirms that learning and development are interrelated and builds on previous learning;
- Acknowledge, honor and embrace the tremendous diversity and variation that exists for children and families;
- Recognize and celebrate what children learn to help plan for the next stages of growth and development;
- Align with the State Early Learning Plan and reflect federal, state, and Tribal standards.

Washington's Guidelines aspire to:

- Encourage dialogue and sharing between everyone who loves, cares for and educates children;
- Inform professional development for caregivers, providers, teachers, and other early learning professionals;
- Incorporate current and culturally inclusive research on child development and best practices;
- Develop and nurture the relationship between early learning and K-12 so that all schools are ready for all children and all children are ready for school.

As important as it is to understand what the Guidelines are, it is equally important to understand what they are not. (See box.)

What the Guidelines are NOT

- Not an exhaustive guide to child development nor a development checklist. Children's development is highly individualized and unique to each child.
- Not an assessment tool or for use to determine children's eligibility for various programs or services.
- Not a curriculum.
- Not an instrument to collect statewide information on the overall status of children in Washington state.
- Not permanent and unchanging. Washington is committed to updating the Guidelines every five years in order to take into account new learning.

How Children Learn

Learning starts with families and communities.

Children grow in relationship with their family, community and culture. Family and community traditions, languages and activities are the foundation for children's learning and development. Children build their identities from the people, communities and places in their lives.

Adults are key to children's growth and learning. Families are their child's first, most important and life-long teachers. In the wider circle of a child's learning and development are child care providers, preschool teachers, and the teachers who serve children from kindergarten through 3rd grade. Rounding out the circle to support families are community members, friends, and pediatricians and other health care providers.

Every child and family has unique gifts and abilities.

Each child has a unique set of strengths, talents and interests, along with areas where he or she needs more support. Children grow and learn at their own speed. What is easy for one child may be hard for another. A child with strong abilities in one area may be slower to develop in another. For some children, health care needs or disabilities affect how and when they learn and develop. It is important for adults to recognize the differences among children, support children where they are and help them take the next step.

Children learn through relationships, play and active exploration.

Children learn through the nurturing and caring relationships they have with their parents*, families, caregivers**, teachers and communities. Children observe their parents and caregivers closely and respond. Nurturing relationships help children become secure, confident, curious and communicative people. These relationships are a safe base from which children can begin to explore.

Children also learn through play and exploration. In play children express their zest for living. They try things out and notice what happens. Then they try it again. Or they make a change and see what that does. They use their creativity and imagination. Children wake up each day excited to explore and experience what's around them. They learn hands-on. They observe, listen, touch, taste and smell. They build theories about how things work, then test their theory.

Children learn when they are healthy, safe and free of hunger.

Good health, good nutrition, and regular sleep and exercise help children grow and set the stage for learning. Children also need safe places to play and live. They need to learn how to keep themselves safe, and when and how to call on adults for help.

Learning and development build on prior learning and development.

Children learn somewhat like they build a tower of blocks. One block goes on top of another. The tower can stand as long as the blocks have a firm base. The *Early Learning and Development Guidelines* provide examples of things children are learning to be, do and know at different ages. But the process of growth and learning is fluid. The steps may span several ages. Below is an example of how learning builds on prior learning and is a process across ages.

Reading/literacy example – Approximate age when children begin to develop a skill

	Young Infants (0-11 mos.)	Ages 3 – 4 Years	Age 5 / Kindergarten	3 rd Grade
Reads closely to find main ideas and supporting details in a story				
Retells familiar stories using beginning, middle and end				
Pretends to read a book during play				
Enjoys being read to, focusing on the person speaking				

* In the Guidelines, the word “parents” includes birth parents, foster parents, adoptive parents, grandparents and other relatives raising children, guardians, and anyone acting in the capacity of a parent.

** The word “caregivers” in the Guidelines refers to people other than parents who care for children on a regular basis, such as child care providers, nannies, and family members, friends and neighbors, whether paid or unpaid.

Learning is interrelated.

For children, learning is seamless. In fact, it is interrelated and interdependent. A child's growth and development in one area influences and/or depends on development in another area. No one area of development is more important than another.

To help adults, however, the Guidelines are organized by age of the child and, for each age, by six areas of development (see box). But activities in any of these areas will enhance development in other areas, too. As the example below shows, taking a walk together is about more than physical activity.

Guidelines' Areas of Development

- 1) About me and my family and culture
- 2) Building relationships
- 3) Touching, seeing, hearing and moving around
- 4) Growing up healthy
- 5) Communicating
- 6) Learning about my world

Taking a walk with your child – Building four areas of development

- Going on short daily walks develops a child's strength, coordination and physical health. *(Child develops in the area of: Touching, seeing, hearing and moving around)*
- Listening with interest to what a child says and adding more details help the child develop trust and comfort with familiar adults. *(Child develops in the areas of: (a) About me and my family and culture; and (b) Communicating)*
- Asking questions about what you see on the walk, such as "What do you think clouds are made of?" or "What if humans could fly?" encourages a child's creativity and curiosity. *(Child develops in the area of: Learning about my world)*
- Having a child describe and compare the color, size and shape of things you see on your walks develops the child's thinking and observation skills. *(Child develops in the area of: Learning about my world)*
- Taking turns naming things you see helps increase the number of words a child knows. *(Child develops in the area of: Communicating)*

Children learn in and through their environment.

Whether a child is in a formal early learning setting, a classroom, or at home, the environment plays an important role. It communicates to children a whole host of messages that ultimately impact learning.

Some questions to consider:

- Does the environment create a sense of belonging?
- Is it aesthetically inviting and engaging?
- Are the spaces flexible with open ended materials and accessible?
- Are there natural materials that engage the senses – indoors and out?
- Is it safe and organized?

- Is it rich in opportunities for exploration, wonder, intellectual engagement and does it inspire curiosity?
- Is it developmentally and culturally appropriate?
- Is there a space where a child can go to be alone that is soft and cozy?
- Does the environment encourage children to take initiative? Does it support playful exploration?
- Are there opportunities for both small and gross motor experiences?
- Does the environment reflect the child's family and culture?

It's important to support a child's home language(s) while the child learns a second or third language.

Washington is richly diverse, with more than 200 languages spoken.* Many children learn two or more languages at a very young age. They may:

- Learn two or more languages at the same time from birth, or
- While still mastering the home language(s), learn an additional language.

Both are often called "dual language learners."

Researchers have found significant value for children in learning their home culture's language or dialect and one or more other languages at a young age. The benefits may include better thinking and reasoning abilities, and better problem solving and listening skills. Fluency in the home language or dialect of English for many of our residents is a matter of cultural preservation and connection.

Children who start out learning more than one language or dialect operate with multiple language systems. Children learning a new language may experience a silent period, since they are absorbing the sounds and learning the words of the new language. But learning more than one language does not lead to delays in speech or language development.

English added to a home language

Caregivers and teachers need to acknowledge and give status to the languages of their children. This can go a long way toward supporting children's social and emotional development and academic achievement. Language patterns and structure vary from one language to another. Adults need to take this into account when considering a dual language learner's progress in learning school/formal English.

Caregivers and teachers can welcome multiple languages and cultures by:

- Learning words and phrases of the child's language.
- Learning and teaching a song in the child's language.
- Providing books, pictures and labels that reflect the child's language/culture.
- Encouraging the child or parent to teach the child's classmates a song or tell a story from their language and culture.

* OSPI reported to the legislature that in 2009-10, public school K-12 students served by the Transitional Bilingual Instructional Program spoke a total of 203 languages. See <http://www.k12.wa.us/LegisGov/2011documents/EducatingEnglishLanguageLearners.pdf>

Learning Tribal language when English is spoken at home

Many tribal children in Washington speak predominantly or only English in their homes. To restore their languages, tribes are helping families and communities to learn and use as much of their Native language as they can around their children.

Children who learn a dialect of English first, then their tribal language and school/formal English need to know that their home language and their tribal language are valued. Caregivers and teachers need to support the child's home and tribal language development while helping the child also gain solid skills in school/formal English.

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Young Infants (Birth –11 months)

WHAT YOU’LL FIND HERE

Under “Child May . . .” below are examples of things that children this age are learning to be, do and know. Under “Parents, Caregivers and Teachers May . . .” are examples of things that adults can do to help children learn and develop in healthy ways. In your culture, you may promote these skills in other ways.

These Guidelines offer a resource to help parents, caregivers and teachers support and enhance children’s development and learning. They are not an exhaustive guide to child development, an assessment tool, a curriculum or a tool to collect data on children in Washington. The hope is that the Guidelines will offer useful information and encourage sharing among everyone who loves, cares for and educates children.

(1) About me and my family and culture

Child May . . .	Parents, Caregivers and Teachers May . . .
Family and culture Young Infants develop trusting relationships with familiar adults <ul style="list-style-type: none">• Show preference for primary caregivers.• Smile at, make sounds, and move body to interact with caregivers. Smile, wave or laugh to respond to friendly adults.• Respond to caregiver’s face, words, and touch.• Cry to express or relieve self of a variety of feelings; cry may increase when caregiver listens and responds to child’s need.• Feel safe releasing feelings (such as by crying, trembling, etc.) in the presence of a familiar adult.• Cry when caregiver is not in sight or cling to caregiver when	Family and culture Young Infants develop trusting relationships with familiar adults <ul style="list-style-type: none">• Hold, cuddle, hug, smile and laugh with your child.• Have simple “conversations” with your child to let him/her know what you are doing and what is happening.• Respond promptly and consistently to your child. Help and comfort your child when he or she is upset or stressed. Identify source of distress (such as hunger, diaper, noise) and try to remedy it. Listen with warmth and caring.• Respond in an understanding way to your child’s sounds, moods, gestures, and facial expressions.

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>strangers are nearby.</p> <p>Self concept</p> <ul style="list-style-type: none"> Respond with movement and/or sounds when someone speaks the child's name. Explore own toes and fingers. Repeat an action to get more effect (such as wriggling in the crib to shake a mobile hanging above, smiling and cooing to get the caregiver to smile back). Show pride (face "lights up") at own behavior. <p>Self management (executive functioning)</p> <p>Young Infants efficiently release tension through babbling, crying, trembling, yawning, and laughing.</p> <ul style="list-style-type: none"> Cry, make sounds and move body to let caregiver know of the need for help, attention or comfort. Respond by relaxing or crying harder when adult pays attention. Grow more confident when encouraged to release feelings. Cry in different ways depending on whether hungry, in pain or tired. Use sounds, facial expressions, and body movements to connect with others and with objects in the environment. Hold caregiver's attention by babbling, looking at face, etc. <p>Young Infants begin to calm their own feelings.</p> <ul style="list-style-type: none"> Use adult to reassure self by cuddling, grasping adult's finger, etc. Comfort self by cooing, babbling, or by clutching, sucking or stroking a favorite blanket or other item. <p>Young Infants use a trusted adult as a secure base from which to explore</p> <ul style="list-style-type: none"> Move away from adult by rolling, scooting etc. Look for caregiver's response in uncertain situations or when 	<ul style="list-style-type: none"> Stay close to your child in a new setting to be reassuring. Involve your child in family and cultural traditions, rituals, routines and activities. <p>Self concept</p> <ul style="list-style-type: none"> Use your child's name when you talk together. Communicate with your child about what the child is seeing, hearing and doing. Give the child toys and objects to shake, push, poke, etc. Show respect for the child and everyone in the environment. <p>Self management (executive functioning)</p> <p>Young Infants efficiently release tension through babbling, crying, trembling, yawning, and laughing.</p> <ul style="list-style-type: none"> Let the child express unhappy feelings and distress; comfort with closeness and soothing words. Be aware of cultural differences in expression of feelings. <p>Young Infants begin to calm their own feelings.</p> <ul style="list-style-type: none"> Notice and help the child learn to calm by holding caregiver's fingers, sucking fingers or holding the blanket. Continue to respond to child's distress with closeness, soothing words and listening. <p>Young Infants use a trusted adult as a secure base from which to explore</p> <ul style="list-style-type: none"> Provide a safe and interesting environment for the child to explore. Stay nearby while child explores to give child the feeling of security. <p>Young Infants begin to notice routines</p> <ul style="list-style-type: none"> Provide consistent routines for daily activities such as for mealtimes and naptimes. <p>Learning about learning</p>

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>trying something new.</p> <p>Young Infants begin to notice routines</p> <ul style="list-style-type: none"> Participate in repeated routines, such as lifting arms toward caregiver to be picked up. <p>Learning about learning</p> <p>Young Infants observe and explore their surroundings</p> <ul style="list-style-type: none"> Explore own body (such as reaching for toes); explore the face and body of caregivers (such as touching ears, hair, hands). Show preference for certain toys and activities. Show interest in exploring, feeling and looking at new objects. Use all senses to explore. Begin to act bored (cry, fussy) if activity doesn't change. Start interactions with familiar adults and children (such as by smiling or making sounds). 	<p>Young Infants observe and explore their surroundings</p> <ul style="list-style-type: none"> Play with your child every day. Every so often, introduce new toys or materials, and activities; give the child time to try new things. Watch to see what toys or materials and activities hold your child's attention. Provide opportunities for your child to be outdoors; talk about what the child is hearing, seeing and feeling.

(2) Building relationships

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Interactions with adults</p> <ul style="list-style-type: none"> Smile at adults. Initiate contact with adults with vocalization, facial expressions, and body movement. Enjoy playing with adults (shown by happy gestures, smiles, gurgles, etc.). <p>Interactions with children</p> <ul style="list-style-type: none"> Smile at other children. Initiate contact with other children with vocalizations, facial expressions, and body movements. Enjoy interacting with other children (shown by happy 	<p>Interactions with adults</p> <ul style="list-style-type: none"> Play turntaking games with your child, such as peek-a-boo. Give your child a chance to see faces and emotions; name the emotions. <p>Interactions with children</p> <ul style="list-style-type: none"> Give the child opportunities to interact with other children at home, at friends' or relatives' homes, or in small groups. Guide your young infant's interactions with other children by helping with watching, and gentle touching. <p>Social behavior</p> <ul style="list-style-type: none"> Read or tell stories about families and friends.

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>gestures, smiles, gurgles, etc.).</p> <p>Social behavior</p> <ul style="list-style-type: none"> • Notice others' physical characteristics (such as by patting a sibling's hair). • Notice emotional expressions of adults and other children. • Play social games. 	<ul style="list-style-type: none"> • Help your child learn to identify family members, friends and their relationships and roles. • Show your child how to be kind to others and treat others with respect. <p>Adult to adult</p> <ul style="list-style-type: none"> • Set up (help parents set up) formal and informal ways for communication and support, such as phone trees, shared babysitting and play groups. • Seek from caregiver/teacher (provide to parents) information about parenting and child development.

(3) Touching, seeing, hearing and moving around

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Using the large muscles (gross motor skills)</p> <ul style="list-style-type: none"> • Lift head; lift head and chest with weight on hands, when lying on stomach. • Hold head upright and steady without support. • When lying on back, bend at hips to lift feet, reach with hands and arms, move head side to side; begin to notice own hands. • Roll from back to side, back to front and front to back with increasing control. • Move to explore (roll, crawl, scoot, creep). • Sit with support; and later, sit without support. • Stand with support. <p>Using the small muscles (fine motor skills)</p> <ul style="list-style-type: none"> • Grasp caregiver's fingers. • Play with own hands by touching them together. • Reach for toys, objects and bottles with both hands. • Transfer toys or objects from hand to hand. 	<p>Using the large muscles (gross motor skills)</p> <ul style="list-style-type: none"> • Provide safe places and times for your child to move around. • Give your infant "tummy time" while playing with toys or with you. • Put toys or position yourself just out of reach to encourage rolling, scooting, creeping and crawling. • Sings songs and play games that involve big movements with arms and legs. <p>Using the small muscles (fine motor skills)</p> <ul style="list-style-type: none"> • Give your child toys or safe objects to reach, grasp, shake and drop. • Play finger plays and hand games ,such as "itsy bitsy spider," with your child. <p>Using the senses (sensorimotor skills)</p>

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Reach, grasp and release objects. <p>Using the senses (sensorimotor skills)</p> <ul style="list-style-type: none"> • Turn toward sound and touch. • Focus eyes on near and far objects; recognize familiar people and things at a distance. • Follow moving things with eyes. • Explore things nearby with mouth and hands. • Actively play, exploring and interacting with what’s nearby. 	<ul style="list-style-type: none"> • Gently rock, swing or bounce your child in your arms or in a rocking toy. • Give your child toys or safe objects with different textures, shapes, colors, smells, and sounds; name the textures, shapes, colors, smells and sounds. • Go outside for walks or playtimes • Avoid television, DVDs or other screen viewing as much as possible for a child younger than 2 years old.

(4) Growing up healthy

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Daily living skills (personal health and hygiene)</p> <ul style="list-style-type: none"> • Can soothe self and fall asleep. • Enjoy bath time. • Participate in dressing. <p>Nutrition and health</p> <ul style="list-style-type: none"> • Suck and swallow. • Connect breast or bottle with getting fed. • Help caregiver hold the bottle. • Chew and bite; eat finger foods. <p>Safety</p> <ul style="list-style-type: none"> • Prefer caregiver over a stranger. • Stop/wait when caregiver says “no” or gives a nonverbal cue for alarm/danger. 	<p>Daily living skills (personal health and hygiene)</p> <ul style="list-style-type: none"> • Give your child a safe and comfortable place to sleep; put infant to sleep on his or her back. • Make bath time fun by offering safe toys, singing songs, etc. • Practice cleanliness routines, such as washing hands before and after meals, brushing gums, etc. • Keep regular nap and mealtime routines. • Give child opportunity to take off socks or mittens. <p>Nutrition and health</p> <ul style="list-style-type: none"> • Make sure your child gets appropriate amount to eat, whether fed by breast or formula. • Introduce soft foods and finger foods. • Understand the typical signs of illness in a child, and respond with help and soothing; get outside help if needed. • Take your child for vision and hearing screenings. (Call the Family Health Hotline for information, 1-800-322-2588.)

Child May . . .	Parents, Caregivers and Teachers May . . .
	<ul style="list-style-type: none"> • Take your child to a consistent health clinic or provider for well-child visits. Take your child to a dental clinic or dentist during the first year. • Make sure your child gets the shots recommended for the child's age. (See Family Health Hotline, above, for information.) <p>Safety</p> <ul style="list-style-type: none"> • Explain when things are hot and too hot to touch safely, and cold and too cold to touch safely. • Supervise and guide your child's activities. • Provide a safe environment (such as keeping choking hazards and poisons out of reach, covering electrical outlets); provide clear guidance to stop unsafe behavior. • Understand the risk factors and signs of child abuse and neglect. Respond appropriately.

(5) Communicating

Note: Communication skills begin at birth. Language skills begin in the child's home language. Tribal Language Recovery is an important part of identity formation for tribal children.

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Speaking and listening (language development):</p> <ul style="list-style-type: none"> • Show interest in speech of others. • Cry, coo, and make other sounds. • Imitate adult facial expressions. • Respond when the child's name is called. • Vocalize, squeal, laugh and gesture to communicate • Babble, try to talk, and copy sounds. • Begin to say consonant sounds, such as "m," "b." 	<p>Speaking and listening (language development):</p> <ul style="list-style-type: none"> • Talk with the child, read and tell stories, sing songs. • Play games and fingerplays that involve taking turns (e.g. such as, "how big is baby?"). • Let your child know that you are interested in his or her sounds, gestures and vocalizations by responding and having "conversations."

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Pay attention to what adult is looking at or pointing to. • Use a variety of sounds to express emotions. • Reach and point to communicate. • Follow simple requests. 	<ul style="list-style-type: none"> • Describe everyday objects and activities; talk about what you are doing during daily routines; play naming games (such as “Where’s ___?” Or “What’s that?”) • Introduce new words in context by saying what your child sees, hears, smells, touches and tastes. • Repeat questions or directions as needed; help your child understand by using gestures. • Expand on your child’s language, for example, when he or she says “ba-ba”, say “yes, it’s your bottle.” • Support use of the home language.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Reading (literacy):</p> <ul style="list-style-type: none"> • Imitate sounds of language. • Show awareness of the sounds of spoken words by focusing on the person speaking. • Explore books’ physical features (such as by chewing on cloth books). • Focus attention for a short period of time when looking at books. • Begin to participate in stories, songs and fingerplays. 	<p>Reading (literacy):</p> <ul style="list-style-type: none"> • Look at and read storybooks together; look at picture books, books with repetition; use board, plastic or cloth books. • Play games with words and sounds. • Show the child how to look at the pictures and turn pages of the book; don’t worry if he or she turns many pages at a time. • Use storybooks from child’s own culture and other cultures.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Writing:</p> <ul style="list-style-type: none"> • Watch when someone writes or draws. 	<p>Writing:</p> <ul style="list-style-type: none"> • Let your child watch you write or draw. Give the child the chance to scribble.

(6) Learning about my world

Child May . . .	Parents, Caregivers and Teachers May . . .
Knowledge (cognition): <ul style="list-style-type: none"> • Pay attention to sights and sounds. • Look for dropped object. • Gaze at and track an object with his/her eyes. • Act to trigger a pleasing sight, sound or motion, such as kicking at a mobile; repeat actions many times to cause a desired effect. • Show curiosity about things and try to get things that are out of reach. • Imitate sounds; imitate actions, such as clapping hands, pushing a toy. • Search for a hidden object. 	Knowledge (cognition): <ul style="list-style-type: none"> • Give your child safe experiences with cause and effect, such as shaking rattles to get a sound, winding up a toy to get music, and balls to roll; talk about cause and effect. • Play games with your child that show that things that are hidden are still there, such as peek-a-boo, hide and seek, and putting your keys in your pocket. • Respond to your child's signals that he or she need help with a toy or activity. • Play back and forth games with sounds and actions; incorporate imitation (e.g., push car).
Child May . . .	Parents, Caregivers and Teachers May . . .
Math: <ul style="list-style-type: none"> • Play with toys and things with different sizes and shapes. • Anticipate "more." 	Math: <ul style="list-style-type: none"> • Count out toys or objects; name colors and shapes. • Use words and play games that involve "more," "again," or "another." • Offer blocks or similar toys to play with, and toys with sizes, such as nesting cups or spoons.
Child May . . .	Parents, Caregivers and Teachers May . . .
Science: <ul style="list-style-type: none"> • Use the senses (mouthing, watching, grasping, reaching) to get information and explore what's nearby. • Use more than one sense at a time, such as when looking at, feeling and shaking a rattle. 	Science: <ul style="list-style-type: none"> • Offer toys or objects that invite the use of more than one sense, such as a toy that rolls and makes music. • Sings songs, look at books, and go for walks and talk about nature and animals.

Young Infants (Birth – 11 months)

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Repeat behaviors to figure out cause and effect. For example, a toy released high always goes down (law of gravity). • Fill containers and dump them out. 	<ul style="list-style-type: none"> • Give your child the chance to safely explore water, sand or dirt. • Give your child the chance to fill containers, such as boxes and bowls, and empty them.
Child May . . .	Parents, Caregivers and Teachers May . . .
Social Studies: <ul style="list-style-type: none"> • Show interest in people. • Notice daily routines. 	Social Studies: <ul style="list-style-type: none"> • Use time words, such as today, tomorrow, next, later, before and after, to talk about events and routines. • Introduce your child to the neighborhood and community, such as familiar places (grocery store, church or temple, etc.) and people (mail carrier, bus driver, etc.).
Child May . . .	Parents, Caregivers and Teachers May . . .
Arts: <ul style="list-style-type: none"> • Gaze at pictures, photos and mirror images. • Show interest in sounds, tones, voices, music, colors and shapes. • Notice and move to music and/or rhythms. 	Arts: <ul style="list-style-type: none"> • Give your child opportunities with a variety of music and rhythms. • Describe what your child sees, hears and feels. • Give your child a chance to use hands to explore soap suds, washable fingerpaints, or similar textures.

Differences in Development (What if . . . ?)

As a parent, you know your baby best.

You notice things such as how and when your baby smiles, sits up, learns new words, walks, or holds a cup. What you are seeing is how your child is growing through different stages of development.

Every child grows and develops at his or her own pace. But if you have questions about your child's growth or development, check with his or her doctor or nurse. Please make sure to ask if your child is *not* doing the following by age 11 months:

- Bearing weight on legs with support
- Sitting
- Babbling ("mama," "baba," "dada")
- Playing any games involving back-and-forth play
- Responding to his/her own name
- Recognizing familiar people
- Looking where you point
- Transferring toys from one hand to the other

For information: Talk to your child's doctor or nurse about your concerns. You can also call the Family Health Hotline at 1-800-322-2588. This hotline can tell you about free developmental screening and other services, and give you the name of the local Family Resources Coordinator (for ages birth to 3 years). They can also provide information about immunizations and state-sponsored health insurance. You can also find information from the state Department of Early Learning at <http://www.del.wa.gov/development/Default.aspx> or http://www.del.wa.gov/publications/esit/docs/PrescreenChart_English.pdf or the federal Centers for Disease Control and Prevention (CDC) at 1-800-CDC-INFO or at www.cdc.gov/concerned.

EARLY TRANSITIONS

Transitions are part of everyday life. Adjusting to new surroundings and people is an important lifelong skill that children need to learn. Children's first transitions are usually between home and a relative's or caregiver's home, or between home and a child care or preschool. A child may have somewhat different routines on different days of the week. Moving from one environment to another can be hard for a child.

What parents, caregivers and teachers can do: Good communication among families, caregivers and teachers is key. Parents can talk with caregivers and teachers early on about the family's traditions, language and daily routines, and the family's and child's preferences for foods and activities. Together, they can look for ways to provide continuity, such as having consistent meal times and familiar foods. Caregivers and teachers can make sure they say the child's and family's name correctly, learn a few key words and phrases in the child's home language, and find out what the child enjoys. They can also include in the care setting or classroom some materials, pictures and/or art that reflect the interests of the child and family.

Parents can talk with their child about the new daily routine. For example, they might say the names of the adults the child will be with, how long the child will be there, and the names of any friends the child will be seeing. Over time, the parents can pay attention to their child's connection with the various caregivers to ensure there are strong attachments.

Older Infants (9 – 18 months)

WHAT YOU'LL FIND HERE

Under “Child May . . .” below are examples of things that children this age are learning to be, do and know. Under “Parents, Caregivers and Teachers May . . .” are examples of things that adults can do to help children learn and develop in healthy ways. In your culture, you may promote these skills in other ways.

These Guidelines offer a resource to help parents, caregivers and teachers support and enhance children’s development and learning. They are not an exhaustive guide to child development, an assessment tool, a curriculum or a tool to collect data on children in Washington. The hope is that the Guidelines will offer useful information and encourage sharing among everyone who loves, cares for and educates children.

(1) About me and my family and culture

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Family and culture</p> <p>Older Infants develop trusting relationships with familiar adults</p> <ul style="list-style-type: none"> • Respond when someone speaks the child’s name. • Seek out trusted caregiver(s) for comfort and support. • Demonstrate fear of unknown people and places. <p>Self concept</p> <p>Older Infants show their preferences</p> <ul style="list-style-type: none"> • Protest when does not want to do something; know what he or she likes to do. • Choose toys to play with. • Try to do things by on own. <p>Self management (executive functioning)</p> <p>Older Infants use trusted adult as a secure base from which to</p>	<p>Family and culture</p> <p>Older Infants develop trusting relationships with familiar adults</p> <ul style="list-style-type: none"> • Hold, cuddle, hug, talk and play with child. • Respond consistently to child’s requests for attention or help. Soothe child in distress with closeness and words. • Involve your child in family and cultural traditions, rituals, routines and activities. • Prepare for transitions or separations; tell what will happen next; use a consistent departure routine. <p>Self concept</p> <p>Older Infants show their preferences</p> <ul style="list-style-type: none"> • Respond in a positive and helpful way to child’s moods,

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>explore.</p> <ul style="list-style-type: none"> • Look for caregiver’s response in uncertain situations or when trying something new. Test caregiver’s response to behavior, such as reaching for a forbidden object then looking to see how caregiver responds. • Move away from caregiver to explore environment; may do so repeatedly, <p>Older Infants begin to participate in repeated routines</p> <ul style="list-style-type: none"> • Participate in repeated routines, such as lifting arms toward caregiver to be picked up. • Follow some rules and routines, and simple directions. <p>Older infants continue to express emotions</p> <ul style="list-style-type: none"> • Either relax or cry harder when adult pays attention. Grow more confident when encouraged to release strong feelings. <p>Learning to learn</p> <ul style="list-style-type: none"> • Use all senses and a variety of motions to explore. • Learn through play and interaction with others. • Make creative use of items, such as turning a bucket upside down to be the base for a tower. • Start interactions with familiar adults and children (such as by smiling or waving at them). • Actively play games with caregivers that involve repetition, such as peek-a-boo; anticipate own turn. • Experiment to see if objects have the same effects, such as shaking a stuffed animal to see if it makes a noise like a rattle. • Apply something already learned to something new, such as banging on a drum to make a sound, then banging on a bucket. • Repeat a simple activity until successful. 	<p>gestures, words and facial expressions.</p> <ul style="list-style-type: none"> • Use your child’s name when talking with him/her. • Talk with your child about parts of the body and what they do (e.g., “we use our teeth to chew”). • Provide new toys or objects for the child to learn to use. • Be aware that change of routine, being overtired, or being ill may result in more protests and resistance. <p>Self management (executive functioning)</p> <p>Older Infants use trusted adult as a secure base from which to explore.</p> <ul style="list-style-type: none"> • Provide a safe and interesting environment for the child to explore; remain in eye contact. • Stay close to your child in a new setting for reassurance; demonstrate your trust and respect for adults that are new to the child. <p>Older Infants begin to participate in repeated routines</p> <ul style="list-style-type: none"> • Continue consistent routines for daily activities such as mealtimes and naptimes; give child a chance to participate more (e.g. help with dressing, using spoon). • Talk with your child about routines and any changes to the routine. • Give simple directions and give the child time to respond. <p>Older infants continue to express emotions</p> <ul style="list-style-type: none"> • Let the child express unhappy feelings and distress; be aware that the child needs to express strong feelings. • Continue to respond to child’s distress with closeness and soothing words. • Help your child learn to calm self by using a favorite toy or blanket, talking to self.

Child May . . .	Parents, Caregivers and Teachers May . . .
	<ul style="list-style-type: none"> • Give your child choices. • State rules in positive ways (such as “we use a gentle touch”). <p>Learning to learn</p> <ul style="list-style-type: none"> • Offer a variety of safe and interesting toys and objects. • Play with your child every day; encourage curiosity and effort. • Observe your child to understand his or her temperament, activity level and preferences. • Give the child time to try out new toys and materials, and master a toy (such as time to put together a puzzle). <ul style="list-style-type: none"> • Look at storybooks and tell stories with your child.

(2) Building relationships

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Interactions with adults</p> <ul style="list-style-type: none"> • Enjoy playing with adults. • Follow adult’s point or gaze to share the same activity or topic. • Initiate interactions by smiling, with vocalizations or gestures. <p>Interactions with peers</p> <ul style="list-style-type: none"> • Respond to others’ smiles and emotions. React when someone is crying or upset. • Show interest in other children by watching and trying to imitate them (such as following an older sibling around). • Recognize other children, their names and their family members. <p>Social behavior</p> <ul style="list-style-type: none"> • Interact with children; notice similarities and differences. • Take turns in social games. <p>Problem solving, conflict resolution</p>	<p>Interactions with adults</p> <ul style="list-style-type: none"> • Talk and play with the child; introduce new materials and games. • Model cooperation and sharing in daily activities, such as making a meal with family members. <p>Interactions with peers</p> <ul style="list-style-type: none"> • Give the child opportunities to interact with other children at home, at friends’ or relatives’ homes, or in small groups. • Help the child play with others by talking about and demonstrating how to share and take turns. <p>Social behavior</p> <ul style="list-style-type: none"> • Read or tell stories about families and friends. • Help your child learn to identify family members, friends and their relationships and roles.

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> Accept adults stepping in when there are disputes over toys and play. 	<ul style="list-style-type: none"> Show your child how to be kind to others. Share stories, songs and poems about your child’s culture and traditions. <p>Problem solving, conflict resolution</p> <ul style="list-style-type: none"> Step in to resolve conflicts; talk about how to resolve the conflict; practice when the child is calm.

(3) Touching, seeing, hearing and moving around

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Using the large muscles (gross motor skills)</p> <ul style="list-style-type: none"> Rock back and forth on hands and knees; creep or crawl. Pull self up to a stand, holding onto something or someone. Walk holding onto furniture (“cruising”). Walk. Climb. Dance or move to music. <p>Using the small muscles (fine motor skills)</p> <ul style="list-style-type: none"> Use fingers and toes in play. Manipulate balls and other toys. Pick up things (such as cereal O’s) between thumb and forefinger. Coordinate eye and hand movements, such as putting things into a box. <p>Using the senses (sensorimotor skills)</p> <ul style="list-style-type: none"> Use sense of smell, touch, taste, sight and hearing to experience objects. Explore and respond to different textures, such as hard tabletops or soft cushions. 	<p>Using the large muscles (gross motor skills)</p> <ul style="list-style-type: none"> Provide safe places and times for child to move around. Provide sturdy furniture or people for the child to use to pull self to standing. Offer balls and other toys that encourage movement. Sing songs, play games, play music to encourage rhythmic movement. Let the child walk while outside as well as indoors. <p>Using the small muscles (fine motor skills)</p> <ul style="list-style-type: none"> Provide toys or safe objects to reach, grasp, shake, poke, drop. Continue to play finger plays and hand games with your child. Introduce new toys or safe objects to encourage more controlled movements and investigation such as busy boxes, activity centers and such. Let the child pick up cereal or similar food to practice thumb and finger grasp. <p>Using the senses (sensorimotor skills)</p> <ul style="list-style-type: none"> Play on safe rocking, swinging or climbing structures.

Child May . . .	Parents, Caregivers and Teachers May . . .
	<ul style="list-style-type: none"> • Give your child toys or safe objects with different textures, shapes, colors, smells and sounds; talk about what the child feels, sees, smells, hears. • Go outside for walks or playtimes.

(4) Growing up healthy

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Daily living skills (personal health and hygiene)</p> <ul style="list-style-type: none"> • Begin to be aware of own needs (cry when needs changing, get blanket when tired, etc.). • Soothe self and fall asleep. • Help with dressing, undressing and diapering. • Enjoy bathing. • Wash and dry hands, with help. <p>Nutrition and health</p> <ul style="list-style-type: none"> • Grasp and drink from a cup. • Feed self with a spoon. • Eat finger foods. • Eat a variety of nutritious foods. • Be able to control the speed of eating. <p>Safety</p> <ul style="list-style-type: none"> • Tell who are his or her main caregivers and family, and who are strangers. • Be distracted from unsafe behavior with words (“no-no” or “stop”) or signals from adults. • Look to adults before initiating an unsafe behavior. 	<p>Daily living skills (personal health and hygiene)</p> <ul style="list-style-type: none"> • Give your child a safe and comfortable place to sleep; put infant to sleep on his back • Make bathtime fun; introduce new, safe toys or objects; have child help wash self • Acknowledge child’s understanding of need for diaper change, something to drink, etc. • Continue to practice cleanliness routines such as washing hands, brushing teeth and gums, wiping nose etc.; let child help with daily living skills • Keep regular nap and mealtime routines <p>Nutrition and health</p> <ul style="list-style-type: none"> • Take your child for regular health and dental visits. • Keep your child’s shots up-to-date. • Understand the typical signs of illness in a child and respond to help and soothe; get outside help if needed. • Safely provide a variety of healthy foods and snacks, including foods from various cultures. • Let child have opportunity to feed self with spoon and cup, and eat finger food.

Child May . . .	Parents, Caregivers and Teachers May . . .
	Safety <ul style="list-style-type: none"> • Explain when things are too hot or too cold. • Use a consistent phrase like “no-no” or “stop” to help child learn to stop unsafe behavior. • Supervise and guide your child’s activities as he gets more active and curious. • Provide a safe home environment (remove choking hazards, cover electrical outlets, put poisons out of reach, etc.). • Understand the risk factors and signs of child abuse and neglect; respond appropriately.

(5) Communicating

Note: Communication skills begin at birth. Language skills begin in the child’s home language. Tribal Language Recovery is an important part of identity formation for tribal children.

Child May . . .	Parents, Caregivers and Teachers May . . .
Speaking and listening (language development): <ul style="list-style-type: none"> • Turn to the person speaking, and pay attention to what the speaker is looking at or pointing to. • Turn, stop or speak when name is called • Respond appropriately to familiar words (such as clapping when caregiver says “Clap”). • Point to familiar persons and things in answer to the question “Where is _____?” • Show understanding of more than 50 words in home language. • Use words, sounds and gestures to get attention. • Use consistent sounds to indicate a specific person or thing, such as saying “dada” for daddy. • Name familiar people, animals and objects 	Speaking and listening (language development): <ul style="list-style-type: none"> • Read story books and tell stories with your child. • Describe everyday objects and activities (e.g., red car, rock the baby); talk about daily routines. • Introduce new words in context (e.g., this is a juicy peach). • Repeat questions and directions as needed; demonstrate or show the answer if needed; try who, what and where questions. • Play naming games while looking at books, going on a walk, putting toys away, etc. • Acknowledge child’s attempts to say new words; expand what child says.

Older Infants (9 – 18 months)

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Use eight to 20 understandable words in home language. • Use single-word speech (such as saying “Up” to be picked up) and short, two-word sentences (“Me go.”). • If a dual language learner, may not use words in the second language, but will communicate with gestures and facial expressions. • Take part in simple conversations. • Follow single-step directions. (“Bring me the ball”) 	<ul style="list-style-type: none"> • Show your child you understand his or her words and gestures; have conversations.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Reading (literacy):</p> <ul style="list-style-type: none"> • Make the sounds of familiar words when read to. • Show awareness of the sounds of spoken words by focusing on the person speaking. • Point to pictures and words in book; have favorite books; increasingly able to handle books, with help; try to turn pages words in a book. • Bring a book to an adult to read aloud. • Focus attention for a short period of time when looking at books. • Participate in stories, songs, finger plays and rhymes. 	<p>Reading (literacy):</p> <ul style="list-style-type: none"> • Read books with rhymes, and repetitive language. • Select books with familiar activities; introduce books from diverse cultures; use the library if available. • Use cloth, plastic or board books. • Have child point to pictures as you read or tell the story. • Show your child how to hold the book and turn pages; be aware that he or she may treat the book like a toy. • Play games with the sounds of words and rhyming games.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Writing:</p> <ul style="list-style-type: none"> • Scribble or make marks on paper without help. • Grasp marker or crayon with fist and mark on paper in any location. 	<p>Writing:</p> <ul style="list-style-type: none"> • Provide your child with writing and drawing tools (crayons, markers, chalk, etc.) and surfaces (paper, sidewalk). • Write your child’s name and say the letters or sounds as you write. • Draw and label pictures while talking about family members

Child May . . .	Parents, Caregivers and Teachers May . . .
	<p>and familiar activities.</p> <ul style="list-style-type: none"> • Have your child help “sign” greeting cards with name or handprint.

(6) Learning about my world

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Knowledge (cognition):</p> <ul style="list-style-type: none"> • Observe others’ activities. Then imitate their actions, gestures and sounds. • Use imitation to solve a problem. • Explore things in many ways, such as shaking, banging, poking and throwing. • Like to play hiding games; locate an object that has been hidden from view. • Use objects as intended, such as pushing buttons on a toy phone, or drinking from a cup. • Use objects as a means to an end, such as using a bucket to take toys from one place to another. • Seek caregiver’s help to solve a problem by making sounds, facial expressions or gestures. • Match similar objects. • Begin make-believe play and imitate the actions of others, such as rocking and feeding a baby doll. 	<p>Knowledge (cognition):</p> <ul style="list-style-type: none"> • Give your child safe experiences and things that show cause and effect, such as busy boxes and everyday experiences such as turning the lights off or on. • Show and explain cause and effect. (“If you throw your toy out of the crib, you can’t reach it.”) • Give your child new toys and things to explore; try assembly toys such as big pop beads or simple puzzles. • Play games with your child that show that things that are hidden are still there, such as peek-a-boo and hide and seek. • Explain how different experiences relate to each other. (“It’s raining so we need the umbrella.”) • Help your child try to do things in different ways, such as stacking blocks in a different order. • Respond to your child’s signals for help but also encourage him or her to try a little longer. • Show your child books and pictures with people who look like the child and people from other cultural groups. • Provide dolls or toy telephones or other toys that encourage the beginnings of pretend play.

Child May . . .	Parents, Caregivers and Teachers May . . .
Math: <ul style="list-style-type: none"> • Understand the idea of “more” related to food or play. Use gestures to ask for more. • Imitate rote counting using some names of numbers. • Play with toys and things with different sizes and shape. • Put a few things in order by size, with help. • Put things together, such as simple puzzles, nesting cups. • Group a few objects by color, shape or size, with help. 	Math: <ul style="list-style-type: none"> • Count out toys or objects, let child touch while you count; name colors and shapes. • Sing songs and read books with numbers and counting, and that name colors or identify shapes. • Involve your child in activities that show “more” and “less.” • Offer your child blocks with numbers or safe magnetic numerals. • Give the child toys that have a set of sizes, such as nesting cups or stackable rings. • Explain and give your child the chance to sort and classify (“Pick up all the toys that are animals”).
Child May . . .	Parents, Caregivers and Teachers May . . .
Science: <ul style="list-style-type: none"> • Start to solve a problem or activate a toy. • Enjoy outdoor play. • Enjoy playing with water, sand and mud. • Explore the characteristics of living things, such as picking up an earthworm. 	Science: <ul style="list-style-type: none"> • Join your child in exploring objects and nature. • Sing songs and read books together about plants and animals, and how they grow and change. • Visit the zoo, farm or park to watch animals. • Give your child the chance to safely explore dirt, sand and water. • Talk with your child about changes in the weather.
Child May . . .	Parents, Caregivers and Teachers May . . .
Social Studies: <ul style="list-style-type: none"> • Be eager for regular daily activities. • Recognize the start and end of an event (such as by clapping at the end of a song). 	Social Studies: <ul style="list-style-type: none"> • Use time words (today, tomorrow, next, later) to talk about events and routines.

Older Infants (9 – 18 months)

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Explore spaces, such as trying to fit into an open cardboard box. • Recognize some familiar places, such as home, store, grandma's house. • Know where favorite toys or foods are kept. • Know where the trash can and recycle bin are. • Enjoy using play technology objects, such as a wind-up toy. 	<ul style="list-style-type: none"> • Talk about what happens before and after daily routines. • Show how to care for the environment by picking up trash and discarding it in the right place.

Child May . . .	Parents, Caregivers and Teachers May . . .
Arts: <ul style="list-style-type: none"> • Try a variety of sound sources, such as rattles, bells, drums. • Try a variety of art materials, such as paint, crayons, markers, play dough, clay. • Show interest in sounds, tones, voices, music, colors and shapes. • Enjoy rhythms and movement. 	Arts: <ul style="list-style-type: none"> • Use descriptive words to talk about what you and your child are looking at. • Give your child the chance to try safe art materials. • Clap, stomp, dance, or finger tap to songs, rhymes and rhythms. • Expose your child to a variety of voice sounds (singing, speaking, humming) and styles of music (jazz, rock, ethnic, cultural, classical, etc.).

Differences in Development (What if . . . ?)

As a parent, you know your child best.

You notice things such as how and when your toddler walks, plays with toys, talks, or feeds himself/herself using a spoon or fork. What you are seeing is how your child is growing through different stages of development.

Every child grows and develops at his or her own pace. But if you have questions about your child's growth or development, check with his or her doctor or nurse. Please make sure to ask if your child is *not* doing the following by age 18 months:

- Pointing to show things to others
- Walking
- Knowing what familiar things are used for
- Copying others' actions or words
- Gaining new words
- Using at least six words
- Noticing when a caregiver leaves or returns
- Using skills he or she once had
- Hugging or seeking to be comforted

For information: Talk to your child's doctor or nurse about your concerns. You can also call the Family Health Hotline at 1-800-322-2588. This hotline can tell you about free developmental screening and other services, and give you the name of the local Family Resources Coordinator (for ages birth to 3 years). They can also provide information about immunizations and state-sponsored health insurance. You can also find information from the state Department of Early Learning at <http://www.del.wa.gov/development/Default.aspx>, or http://www.del.wa.gov/publications/esit/docs/PrescreenChart_English.pdf or the federal Centers for Disease Control and Prevention (CDC) at 1-800-CDC-INFO or at www.cdc.gov/concerned.

EARLY INTERVENTION SERVICES

Early intervention services during the first years can make a big difference in a child's life. Washington's Early Support for Infants and Toddlers program provides services to children birth to age 3 who need help with developmental concerns. Eligible infants and toddlers and their families are entitled to individualized, high-quality early intervention services in accordance with the federal Individuals with Disabilities Education Act (IDEA), Part C.

What parents and caregivers can do: A Family Resources Coordinator will work with your family and your child's caregivers to determine eligibility. If your child is eligible for services, the Family Resources Coordinator will create a service plan. When your child is 3 years old, the Coordinator will create a plan for transition. Children who continue to need assistance at age 3 can receive help from their Family Resources Coordinator to transition to other services. Some children will be eligible for preschool special education services offered by the local school district. For other children, community-based services may be available.

For more information, call the Family Health Hotline at 1-800-322-2588, or see http://www.del.wa.gov/publications/esit/docs/transition_English.pdf

Toddlers (16 – 36 months)

WHAT YOU'LL FIND HERE

Under “Child May . . .” below are examples of things that children this age are learning to be, do and know. Under “Parents, Caregivers and Teachers May . . .” are examples of things that adults can do to help children learn and develop in healthy ways. In your culture, you may promote these skills in other ways.

These Guidelines offer a resource to help parents, caregivers and teachers support and enhance children’s development and learning. They are not an exhaustive guide to child development, an assessment tool, a curriculum or a tool to collect data on children in Washington. The hope is that the Guidelines will offer useful information and encourage sharing among everyone who loves, cares for and educates children.

(1) About me and my family and culture

Child May . . .	Parents, Caregivers and Teachers May . . .
Family and culture <ul style="list-style-type: none"> • Have a relationship with caregivers or family other than the parents or main caregiver. • Show preference for familiar adults and peers. • Feel comfortable in a variety of places with familiar adults (such as at home, in the car, store or playground). • Express caution or fear towards unfamiliar people. • Recognize roles within the family. • Participate in family routines. • Enjoy stories, songs and poems about a variety of people and cultures. Self concept	Family and culture <ul style="list-style-type: none"> • Explain and describe family traditions, history, rituals and activities. • Let child talk about self and family. • Incorporate child’s culture into classroom and play settings. • Give child props and dress-up clothes for pretend play in different family roles. • Display photos of child and family members at child’s eye level. Self concept <ul style="list-style-type: none"> • Respond to child’s emotional and physical needs. • Listen to child; show interest, empathy and understanding;

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Separate from main caregiver when in familiar settings outside the home. • Recognize and call attention to self in a mirror or in photographs. • Show awareness of being seen by others (such as repeating an action when sees someone is watching). • Show self-confidence.; try new things. • Make choices (such as what clothes to wear) and have favorite books, toys and activities. • Show completed projects (such as a drawing or stack of blocks) to caregiver. • Name and express many emotions in self, familiar people, pets. • Seek the comfort of adults significant to him/her when in new or uncomfortable situations, or needing help, or feeling strong emotions. <p>Self management (executive functioning)</p> <ul style="list-style-type: none"> • Follow simple routines and rules. • Respond well to adult guidance, most of the time. Test limits and try to be independent. • Express strong feelings through tantrums. • Do things the child has been told not to do. • Show assertiveness, such as giving orders to others. <p>Learning to learn</p> <ul style="list-style-type: none"> • Actively explore the environment. • Ask questions. • Try new ways of doing things. • Choose an activity and keep at it for longer periods of time. • Want to do favorite activities over and over. • Insist on some choices. • Seek and accept help when encountering a problem. • Invent new ways to use everyday items. 	<p>respond to questions and requests.</p> <ul style="list-style-type: none"> • Help your child understand and name feelings. • Help child be successful with challenging activities or tasks (e.g., puzzles, putting on clothes). <p>Self management (executive functioning)</p> <ul style="list-style-type: none"> • Give child choices that are okay with you (e.g., would you like to play with the trucks or the blocks?). • Set simple rules and limits and be consistent; know that child's protests are a typical part of development. • Help your child manage and express feelings in safe and appropriate ways; show ways to express feelings that are acceptable to family and cultural values. • Respect cultural differences in value for independence. • Recognize and describe child's appropriate behavior (e.g., "You remembered to hang up your coat."). <p>Learning to learn</p> <ul style="list-style-type: none"> • Give the child opportunities to explore and try new activities and tasks safely. • Respond to child's questions even when he asks them over and over • Ask the child questions about his explorations and activities • Give your child time to keep at an activity • Respond to child's questions even when he or she asks them over and over. • Ask the child questions about his or her explorations and activities. • Give your child time to keep at an activity. • Encourage your child to pretend and be creative.

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Enjoy pretend play and creating things. • Change behavior based on something the child learned before by trying it. 	

(2) Building relationships

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Interactions with adults</p> <ul style="list-style-type: none"> • Start interactions and play with adults. • Seek out attention from adults. <p>Interactions with peers</p> <ul style="list-style-type: none"> • Play side-by-side with another child, at times. • Start interacting with peers. Show interest in and call them by name. Recognize and want to be with playmates the child knows. • Begin to include other children in play, such as play tea parties and chase games. <p>Social behavior</p> <ul style="list-style-type: none"> • Ask simple questions about other children and adults (“Where is Simon?”). • Notice when others are happy or sad and name emotions. • Follow family routines, such as what the family does at dinner time. • Be able to be a member of various communities, such as family, classroom, neighborhood, faith community. • Help with simple chores in the family or classroom community. <p>Problem solving, conflict resolution</p> <ul style="list-style-type: none"> • Use adult help to share and take turns. • Say when something belongs to the child (“Mine.”). • Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with him or her. 	<p>Interactions with adults</p> <ul style="list-style-type: none"> • Read books or tell stories involving diverse families and cultures. • Demonstrate fairness and respect for others. <p>Interactions with peers</p> <ul style="list-style-type: none"> • Give child opportunities to play with other children. • Provide toys or activities that two or more children can play with at once. • Help your child learn some words in peers’ home language. • Involve child in activities that a group of children do together such as singing or movement games. <p>Social behavior</p> <ul style="list-style-type: none"> • Demonstrate how to cooperate in daily activities, such as waiting your turn in grocery check out line. • Talk to child about the groups he or she is a member of, such as family, classroom, play groups, etc. • Encourage child to help with household or classroom chores. • Give child props and dress-up clothes to take on family and community roles at play time. • Read or tell stories involving diverse families and cultures. <p>Problem solving, conflict resolution</p> <ul style="list-style-type: none"> • Read or tell stories about simple conflicts and how the

Child May . . .	Parents, Caregivers and Teachers May . . .
	<p>characters solved the conflict.</p> <ul style="list-style-type: none"> • Help the child understand others' feelings and actions. • Talk with child about rules, limits and choices, and how they help people get along. • Set limits and be consistent; show disapproval for aggressive behavior. <p>Adult to adult</p> <ul style="list-style-type: none"> • Discuss with other parents (encourage parents to discuss with each other) discipline and parenting challenges. Share information about expectations appropriate for the child's age and ways to recognize and reinforce desired behaviors. • Respond to signs of distress from other parents by expressing concern and offering help.

(3) Touching, seeing, hearing and moving around

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Using the large muscles (gross motor skills)</p> <ul style="list-style-type: none"> • Walk and run well, or use a mobility device, if needed. Change speed and direction. • Climb into and out of bed or onto a steady chair. • Jump up and down. Squat. • Stand on tiptoe. • Pull toys while walking. • Walk up and down stairs one at a time. • Kick a ball that is not moving. • Throw a ball or beanbag. • Catch a large, bounced ball against the body. • Join in active games, dance, outdoor play and other exercise. <p>Using the small muscles (fine motor skills)</p>	<p>Using the large muscles (gross motor skills)</p> <ul style="list-style-type: none"> • Supervise child's activities. • Give child opportunities to run, throw, jump, climb. • Encourage child to do activities that promote balance. • Provide child with push and pull toys, safe riding toys. <p>Using the small muscles (fine motor skills)</p> <ul style="list-style-type: none"> • Give child opportunities to use crayons, markers, paintbrushes. • Give child opportunities to use toys with parts to take apart and put together. • Provide opportunities to use fingers to pick up small items, do finger plays.

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Reach, grasp and release with more control. • Use tools such as spoon, crayon, toy hammer. • Use fingers to paint, play with clay. • Line up blocks; stack a few blocks. • Grasp small items with thumb and finger. <p>Using the senses (sensorimotor skills)</p> <ul style="list-style-type: none"> • Dance or move to music and rhythms. • Show eye-hand coordination—build with blocks, work simple puzzles, string large beads, put together and take apart items like pop beads. • Become aware of where the body is in relation to other things, such as walking around a table without bumping into it. 	<p>Using the senses (sensorimotor skills)</p> <ul style="list-style-type: none"> • Help your child throw balls or beanbags. • Give your child time for physical activity every day both inside and outdoors. • Sing songs with actions and play movement games. • Provide opportunities to move in variety of spaces such as under, through, between; use furniture or playground equipment.

(4) Growing up healthy

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Daily living skills (personal health and hygiene)</p> <ul style="list-style-type: none"> • Want to take care of self. • Dress and undress completely, with help. • Have sleeping routines, such as getting and arranging soft toys to take to bed. • Sleep well. Wake up rested and ready to be active. • Show interest in toilet training. Can use the toilet by about age 3 years, with help. • Wash and dry hands, with only a little help needed. • Cooperate with brushing teeth. <p>Nutrition and health</p> <ul style="list-style-type: none"> • Feed self with a spoon, without help. • Feed self a sandwich, taking bites. • Recognize and eat a variety of healthy foods. Choose among food options.. 	<p>Daily living skills (personal health and hygiene)</p> <ul style="list-style-type: none"> • Continue regular health and dental visits. • Give the child opportunities to do daily living skills by self, such as dressing and undressing, brushing teeth, washing and bathing, wiping nose. • Support child's interest in toileting; teach toileting skills. • Continue sleep routines and help child calm self before bedtime. • Respect the personal care methods that some families use to promote independence. <p>Nutrition and health</p> <ul style="list-style-type: none"> • Set regular times for meals and snacks; offer a variety of healthy foods and beverages (water, milk, 100% juice); include

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> Name five or six of own body parts. <p>Safety</p> <ul style="list-style-type: none"> Recognize safety rules, but doesn't always follow them. 	<p>foods from home cultures.</p> <ul style="list-style-type: none"> Talk to child about how food and water help us to be healthy; help child understand any personal food allergies. <p>Safety</p> <ul style="list-style-type: none"> Supervise and guide your child's activities. Provide a safe environment (remove choking hazards and poisons, etc.). Teach your child to tell an adult when he or she is hurt or afraid, or sees something that is not safe.

(5) Communicating

Child May . . .	Parents, Caregivers and Teachers May . . .
<p><i>Speaking and listening (language development)</i></p> <ul style="list-style-type: none"> Respond appropriately to familiar words. Respond to directions that include verbs, such as run, jump, reach, open. Touch correct body parts in song "Head, Shoulders, Knees and Toes" or games where you identify parts of the body. Can use more than 100 words. For dual language learners, these words are in the child's home language, and the child is starting to acquire words in the second language. Enjoy learning new words. Point to and name objects when told their use ("What do you drink with?"). Name items in a picture book, such as a cat or tree. Use mostly one- and two-syllable words, with some three-syllable words. Use three- or four-word sentences with a noun and verb. Use negatives ("I don't want it"). Use adjectives in phrases (such as a big bag, or a green bear). 	<p><i>Language (speaking and listening):</i></p> <ul style="list-style-type: none"> Use as wide a vocabulary as you can when talking with your child in the home language. Speak in complete sentences and with correct grammar. Name new things when introducing them to your child; use descriptive words. Give your child word books. Read daily and explain new words. Give your child the chance to experiment with new words by giving the first part of a sentence and asking your child to complete the sentence. Ask your child questions that need more than a single-word answer (e.g., why or how-questions). Make sure to wait long enough for your child to answer. Some children need more time to understand questions and put together answers. Respond with the correct pronunciation when your child

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Ask and answer simple questions, as appropriate for the culture. • Speak clearly enough to be understood most of the time. • Begin to follow grammatical rules, though not always correctly. • Change tone to communicate meaning. • Recount an event, with help. • Follow two-step directions with complex sentence structure (noun + verb + adverb, such as “Put the toys away quickly”). • For dual language learners, follow simple directions in home language and attempt to make sense of directions in the second language that include gestures, such as the gesture for “come here.” • Take turns in longer conversations. • Say “please” and “thank you” though needs adult prompts sometimes. 	<p>mispronounces something.</p> <ul style="list-style-type: none"> • Read books in the child’s home language and in other languages, if possible. • Use props, such as puppets or dolls, when reading or telling stories. • Read the same story often, then ask your child about it. • Tell your child stories about his or her family, community and culture. • Use rhymes and songs, and encourage your child to join in. • Let a child learning two languages ask and answer questions first in his or her home language. Show you value the home language. • Help your child talk on the telephone, and encourage him or her to listen to the person on the other end. • Give your child the chance to communicate with other children. • Show and give your child the chance to practice culturally and socially appropriate courtesies.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Reading (literacy):</p> <ul style="list-style-type: none"> • Recite phrases from familiar rhymes, stories and fingerplays. Say the last word of a familiar rhyme to complete it. • Join in rhyming games and songs with other children. • Use symbols or pictures to stand for oral language. • Begin to understand that print represents words (for example, pretend to read text). • Know the right side up of a book. Turn pages, usually one at a time. 	<p>Literacy:</p> <ul style="list-style-type: none"> • Read with your child every day; ask questions about the story while reading it. • Make up rhyming songs using your child’s name and the names of family members. • During everyday activities, point out words and sounds that are alike, such as fruits with the same beginning sound (peach, pear, plum).

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Imitate reading by turning pages of a book and telling the story. • Recite familiar words in a book when read to. • Recall characters or actions from familiar stories. • Anticipate what comes next in known stories. • Recognize print in the neighborhood (such as stop signs, street signs, etc.). • Ask to be read to. Request a favorite book many times. 	<ul style="list-style-type: none"> • Sing alphabet songs together. • Give your child chances to point out letters and words on, street signs, store signs, billboards, etc. • Encourage your child's efforts to identify letters. • When reading with your child, show the book cover and read the title and author's name. • Sometimes while reading, run your finger along the text to show the flow of reading. • Ask your child to help decorate labels for objects in the room (door, bookshelf, closet, etc.). • Show your child different forms of printed matter (invitation, flyers, bills, take-out menus) and talk about their purposes. • Take your child to the library, bookstore or other places where to explore books.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Writing:</p> <ul style="list-style-type: none"> • Label pictures using scribble writing or ask an adult to label the pictures. • Use symbols or pictures to represent oral language and ideas. • Scribble and make marks on paper, and tell others what the scribble means. 	<p>Writing:</p> <ul style="list-style-type: none"> • Praise your child's attempts at writing; offer a variety of writing tools such as pencil, crayon, marker. • Give your child the chance to draw. Ask about the drawing, and write what the child says at the bottom of the drawing. • Leave fun notes for your child in the bed or with toys. When the child finds them, read them together. • Ask your child to tell a story and write it down as he or she speaks. Then read it back. • Let your child see you writing, such as making a grocery list.

(6) Learning about my world

Child May . . .	Parents, Caregivers and Teachers May . . .
Knowledge (cognition) <ul style="list-style-type: none"> Experiment with the effect of own actions on things and people. Know that playing with certain desirable or forbidden things will get adults' attention. Make choices, such as which toy to play with. Take action based on past experience. For example, if the caregiver blows on hot food before eating it, child will blow on food at the next meal. Connect objects with actions (such as a broom for sweeping). Repeat an action over and over until successful, such as stacking blocks until they no longer fall down. Explore and use trial and error to solve problems. Imitate how others solve problems. Ask for help when needed. React to mental images of things or events, such as clapping hands when told that a favorite person will visit. Recall the order of routines, such as washing and drying hands before eating. Play make-believe with props, such as dolls or stuffed animals. React to puppets as if they are real and not operated by an adult or another child. 	Knowledge: <ul style="list-style-type: none"> Clearly explain cause and effect. For example, if your child reaches for something hot, say "You can't touch that because it's hot and will hurt you." Help your child play with materials that change when you put them together, such as mixing flour and water to make dough. Involve your child in routine activities, explaining why you do them ("We sweep the floor to clean up the dirt"). Praise your child for using a past event to make a choice. Give your child the chance to work out problems with and without your help. Encourage imagination by joining your child's make-believe play. Dispel your child's fears that come from confusion over what's real and what's not.
Child May . . .	Parents, Caregivers and Teachers May . . .
Math: <ul style="list-style-type: none"> Count to at least five from memory. Understand the concepts of "one" and "two," such as by following directions to take one cracker. Recognize and name a few numerals. Identify quantity and comparisons, such as all, some, none, 	Math: <ul style="list-style-type: none"> Use numerical concepts in everyday routines. ("Do you want one or two slices of apple?" "Let's cut the cornbread into squares.") Continue to practice counting, looking at number books.

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>more, less.</p> <ul style="list-style-type: none"> • Use size words correctly, such as many, big and little. • Explore measuring tools, such as measuring cups, a ruler. • Nest up to five cups. • Match simple flat shapes (circles, squares, triangles) in form boards or puzzles. • Identify two geometric shapes, such as circle and square. • Sort things by one characteristic, such as color. • Follow simple directions for position, such as up, down, in, on, etc. 	<ul style="list-style-type: none"> • Provide things of different shapes, colors or sizes, such as blocks. Help your child arrange them from smallest to largest, or longest to shortest, or by color. • Ask your child to help sort the laundry by color. • Provide the chance to play with sand, water and containers to pour, fill, scoop, weigh and dump. • Chart and talk about changes in your child's height and weight. • Show and explain simple patterns, such as red, blue, red, blue. • Show and explain patterns in things or art from the child's own and other cultures. • Take walks with your child and find patterns, size, number, shape in nature, and in the community (buildings, murals, clothing).

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Science:</p> <ul style="list-style-type: none"> • Look at and handle things to identify what's the same and what's different about them. • Explore nature using the senses, such as looking at and feeling different leaves. • Ask simple questions about the natural world ("Where did the rainbow go?"). • Interested and excited about animals and other living things. • Explore the properties of living and nonliving things. • Comment on what it takes to make things grow ("That plant needs water"). • Identify weather, such as sun, rain, snow. • Know that people and animals can live in different kinds of places, such as fish living in the water. 	<p>Science:</p> <ul style="list-style-type: none"> • Offer things to experience with different senses, such as flowers to smell, water and sand to feel, etc. • Share the wonders of nature with your child. Provide safe opportunities to explore and play outdoors and with water. Talk with your child about the weather, animals and plants you see around you. • Read or act out stories and legends from the child's culture and other cultures about plants and animals. Read books about children and animals living in different places and climates. • Show your child pictures of things in the natural world, such as waterfalls, forests, caves, lakes and mountains.

Child May . . .	Parents, Caregivers and Teachers May . . .
	<ul style="list-style-type: none"> • Show and involve your child in activities that take care of the environment. • Give your child the chance to think ahead by asking “what if” questions about the natural world.
Child May . . .	Parents, Caregivers and Teachers May . . .
Social Studies: <ul style="list-style-type: none"> • Eager for recurring events (“After lunch, I will hear a story”). • Connect new experiences to past experiences. • Experiment with physical relationships, such as on/under, inside/outside. • Help with home and class routines that keep things clean. • Play with battery-operated toys and objects, with help. • Understand roles of various people in the community. 	Social Studies: <ul style="list-style-type: none"> • Use pictures to talk with your child about what happened in the past and will happen in the future. • Have your child spend time with elders. • Use position words, such as asking your child to put a magazine under a book that is on the table. • Make taking care of indoor and outdoor spaces part of the daily routine, and involve your child in helping. • Introduce your child to a variety of places in the community, such as library, store, community center; talk about what is the same and different; talk about the people who work there. • Give your child the chance to listen to story CDs and music from the child’s own and other cultures. • Show and explain how assistive technology (such as motorized wheelchairs, hearing aids) helps people.
Child May . . .	Parents, Caregivers and Teachers May . . .
Arts: <ul style="list-style-type: none"> • Use a variety of materials to express self, such as paint, crayons, musical instruments. • Explore various ways of moving the body with and without music. 	Arts: <ul style="list-style-type: none"> • Appreciate and exhibit your child’s artwork. • Display prints and posters with a variety of styles of art. • Give your child simple musical instruments, such as rhythm

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Sing and make up simple songs and/or music with instruments. • Imitate movement after watching others perform games or dance. • Act out familiar stories or events. 	<p>sticks, tambourine, drums.</p> <ul style="list-style-type: none"> • Give your child the chance to listen to live and recorded music from many cultures and styles.

Differences in Development (What if . . .?)

As a parent, you know your toddler best.

You notice things such as how and when your child learns new skills, eats new foods and plays with others. What you are seeing is how your child is growing through different stages of development.

Every child grows and develops at his or her own pace. But if you have questions about your child's growth or development, check with his or her doctor or nurse. Please make sure to ask if your child is *not* doing the following by age 36 months:

- Understanding simple instructions
- Using sentences
- Using clear speech
- Understanding "same" and "different"
- Making eye contact when getting your attention (may vary by culture)
- Playing with other children
- Noticing when a caregiver leaves or returns
- Using skills he or she once had.
- Hugging or seeking to be comforted
- Walking, running and climbing well

For information: Talk to your child's doctor or nurse about your concerns. You can also call the Family Health Hotline at 1-800-322-2588. This hotline can tell you about free developmental screening and other services. They can also provide information about immunizations and state-sponsored health insurance. Your local school district can tell you if your child might be eligible to have an evaluation to determine the need for special education preschool (for ages 3 to 5 years). You can also find information from the state Department of Early Learning at

<http://www.del.wa.gov/development/Default.aspx>

or http://www.del.wa.gov/publications/esit/docs/PrescreenChart_English.pdf

or the federal Centers for Disease Control and Prevention (CDC) at 1-800-CDC-INFO or at www.cdc.gov/concerned.

Ages 3 to 4 Years

WHAT YOU'LL FIND HERE

Under “Child May . . .” below are examples of things that children this age are learning to be, do and know. Under “Parents, Caregivers and Teachers May . . .” are examples of things that adults can do to help children learn and develop in healthy ways. In your culture, you may promote these skills in other ways.

These Guidelines offer a resource to help parents, caregivers and teachers support and enhance children’s development and learning. They are not an exhaustive guide to child development, an assessment tool, a curriculum or a tool to collect data on children in Washington. The hope is that the Guidelines will offer useful information and encourage sharing among everyone who loves, cares for and educates children.

(1) About me and my family and culture

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Family and culture:</p> <ul style="list-style-type: none"> • Recognize the people who are important in the child’s life. • Name most family members, including extended family. • Recognize the importance of cultural celebrations and traditions. <p>Self concept:</p> <ul style="list-style-type: none"> • Say own first and last name. • Know self as a unique part of the family, class, spiritual group, culture, community, and other group to which the family belongs. • Notice self as an important person to family and friends. <p>Self management (executive functioning):</p> <ul style="list-style-type: none"> • Show personal likes and dislikes. 	<p>Family and culture:</p> <ul style="list-style-type: none"> • Surround your child with the support and connections of family, friends and community. • Share with your child about family members and relationships (such as brother, auntie, grandpa). <p>Self concept:</p> <ul style="list-style-type: none"> • Pay attention to your child and listen to the child’s ideas. • Help your child feel good about all the things he or she can do. Acknowledge the child for cooperating in routines. <p>Self management (executive functioning):</p> <ul style="list-style-type: none"> • Listen to and reflect on your child’s feelings. For example, “I think you feel mad because you threw the puzzle piece on the floor.” • Set limits for hurtful, harmful behavior. Go to the child, say

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Identify favorite and familiar activities. • Find it hard to cooperate when tense, hungry, scared, sad, angry, etc., resulting in behavior that is hurtful, harmful or withdrawn. • Release emotional tensions —cry, laugh, tremble, yawn and/or have nonhurtful tantrums—becoming more relaxed and cooperative afterward. • Cooperate in daily routines and changes from one activity to another, with occasional reminders. • Express delight in own abilities (“I did it myself!”) <p>Learning to learn:</p> <ul style="list-style-type: none"> • Copy adults and playmates. • Create own play activities. • Explore new objects while playing. • Become engrossed in an activity, ignore distractions and stay with it for a few minutes. • Imitate real-life roles/experiences in simple role plays. • Develop own thought processes and ways to figure things out. 	<p>what he or she can or cannot do (“You have to stop kicking Ryan” or “How do you think Ryan felt when you kicked him?”). while firmly but kindly stopping the hurtful behavior.</p> <ul style="list-style-type: none"> • Stay close and offer connection when setting limits, making time for your child’s feelings. • Encourage your child to release emotional tension through tears, laughter, trembling, yawning, non-damaging tantrums and talking. Be warm and caring, keeping self and child safe. • Set up predictable structures for the day—getting dressed, meals, tooth brushing, gathering with friends, or whatever your day entails. Help your child to know what is coming next. <p>Learning to learn:</p> <ul style="list-style-type: none"> • Set a “you-and-me” time each day where you follow the child’s lead for five to 30 minutes. Don’t give advice or change the play except for safety concerns. • Give your child fun choices that will be of interest. • Give your child time to figure things out. Stand by with a look, touch, smile, thumbs up or other gesture to encourage what the child is trying to accomplish. • Provide opportunities for your child to observe and learn how things are done. • Celebrate your child’s learning together and help your child explore new ways of learning. • Recognize your child for keeping with a task. • Develop the thought process by asking “What do you think?” and listening without correcting or giving hints. Tell a story but stop short of the ending, and let the child figure out the ending or moral. • Involve parents or work with caregiver/teacher in making decisions about the child’s education.

(2) Building relationships

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Interactions with adults:</p> <ul style="list-style-type: none"> Part from important adults, sometimes relying on a different adult to feel safe. Release tensions that she is feeling through laughter, tears, trembling, talking, or yawning. Engage in play when done. Initiate interactions with adults. Engage in play with adults. <p>Interactions with peers:</p> <ul style="list-style-type: none"> Engage in play with other children and/or adults. Initiate play with friends, siblings, cousins and/or others. Share and take turns with other children. <p>Social behaviors:</p> <ul style="list-style-type: none"> Respond to directions from adults about putting items away or being careful with them. Notice where things belong and help put them away (such as toys, putting own dishes in the wash basin). Work with as part of a team. Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend play. Tell stories and give other children the chance to tell theirs. Sing, drum and/or dance with others. React to peers' feelings (empathy). Recognize the importance of cultural celebrations and traditions. <p>Problem solving, conflict resolution:</p> <ul style="list-style-type: none"> Accept compromises, negotiation and discussion to resolve conflicts when adults or older sibling intervene. 	<p>Interactions with adults:</p> <ul style="list-style-type: none"> Accept and return hugs to the extent offered by the child. When parting, reassure the child that you will return and that the child will be well cared for. If possible, connect your return with something the child will experience (such as, "I'll come back after story time.") Listen to and connect with a crying or trembling child to give time and attention to release the tensions that make parting from a loved one difficult. Make time for the feelings to release, noticing how the child's day goes afterward. <p>Interactions with peers:</p> <ul style="list-style-type: none"> Provide playtimes with other children where they decide together what they want to do. With your child go to family gatherings or other places where there are other children. Encourage them to connect and play together. <p>Social behaviors:</p> <ul style="list-style-type: none"> Have real conversations with your child about things that interest him or her. Listen to your child and take turns talking so the child experiences the back and forth of conversation. Listen more than you talk at times. Help the child understand that conversations have different "wait times" in different families and cultures. Encourage your child to have conversations that are child-to-child, child-to-adult, and child-to-elder. Include the child in cultural celebrations and traditions, providing a role in which the child can surely succeed. Take turns telling stories with grandparents, parents and children. Read or invent stories where the characters share, take turns and cooperate.

Child May . . .	Parents, Caregivers and Teachers May . . .
	<ul style="list-style-type: none"> • Share books and pictures of people who look like your child, and books and pictures of people from other cultures. • Make new friends and include your child. Show your child ways to say hello, share your name and ask theirs, or the ways to make friends. • Create an orderly environment so the child can see where things go (“you can put that in the garbage”). • Describe what you are doing and/or what the child is doing as you pick up and clean up. <p>Problem solving, conflict resolution:</p> <ul style="list-style-type: none"> • Model respect and ways to include people from diverse backgrounds and cultures, and people with disabilities.

(3) Touching, seeing, hearing and moving around

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Using the large muscles (gross motor skills):</p> <ul style="list-style-type: none"> • Develop skills to move from one place to another using the whole body. These might include walking, jumping, running, throwing and climbing. A child in a wheelchair might start and stop the chair, and hold the body upright. • Use both hands to grasp an object, such as catching a large ball. • Balance briefly on one leg, such as for kicking a ball. • Show coordination and balance, such as in walking along a line or a beam. • Engage in vigorous play with peers and/or adults. <p>Using the small muscles (fine motor skills):</p> <ul style="list-style-type: none"> • Draw some shapes and lines using a crayon or pencil. • Work puzzles of three or four pieces. • Develop eye-hand coordination, such as in stringing large 	<p>Using the large muscles (gross motor skills):</p> <ul style="list-style-type: none"> • Provide safe places to play. • Support your child in learning new physical skills. • Adapt activities as needed for children with special needs. <p>Using the small muscles (fine motor skills):</p> <ul style="list-style-type: none"> • Help your child learn to do tasks with her hands (such as puzzles, buttons, zippers, other fasteners, making things with clay, yarn, paper, etc.).

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>beads.</p> <ul style="list-style-type: none"> • Button large buttons on clothing, zip and unzip clothing, and open and close other fasteners. <p>Using the senses (sensorimotor skills):</p> <ul style="list-style-type: none"> • Move body to music or rhythm. • Drum, sing, play musical instruments and listen to music from different cultures. 	

(4) Growing up healthy

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Daily living skills (personal health and hygiene):</p> <ul style="list-style-type: none"> • Dress and undress with help. Take off coat and put it where it belongs. • Begin to take care of own toileting needs. • Wash hands and use a towel to dry them. <p>Nutrition and health:</p> <ul style="list-style-type: none"> • Try different healthy foods from a variety of cultures. • Engage in a variety of active play and movement activities. Play outdoor games. <p>Safety:</p> <ul style="list-style-type: none"> • Hold parent's/caregiver's hand when walking in public places. 	<p>Daily living skills (personal health and hygiene):</p> <ul style="list-style-type: none"> • Provide child-height hooks, baskets, dresser drawer or other space for coats and clothing. • Help your child learn the skills of going to the bathroom, washing her hands, and getting dressed. <p>Nutrition and health:</p> <ul style="list-style-type: none"> • Make sure your child gets a healthy variety of foods and adequate sleep. Offer healthy foods from different cultures, when possible. • Teach your child the words to tell caregivers when he needs to go to the bathroom or is feeling sick or hurt. • Take your child for regular dental, vision and health checkups. Have the child immunized. • Provide opportunities for physical play, indoors and out. • Play, walk, run, jump, and play out door games, with the child. <p>Safety:</p> <ul style="list-style-type: none"> • Teach your child about holding hands to cross the street. • Teach your child about safety in the country, not wandering off into the woods or going to the water alone. Teach your child to watch for wild animals, not to follow little animals so as not to

Child May . . .	Parents, Caregivers and Teachers May . . .
	<p>get lost.</p> <ul style="list-style-type: none"> Communicate about personal safety and to say “no” when uncomfortable with any unsafe touching.

(5) Communicating

Note: Communication skills begin at birth. Language skills begin in the child’s home language. Tribal Language Recovery is an important part of identity formation for tribal children.

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Speaking and listening (language development):</p> <ul style="list-style-type: none"> Communicate with body language, facial expression, tone of voice and in words. Say first name, tribal or religious name if the child has one, age and sex. Name most familiar things. Name one or more friends and relatives. Speak so most people can understand. Say words like “I,” “me,” “we,” and “you” and some plurals (such as cars, dogs). Use phrases, words and gestures to communicate needs, ideas, actions and feelings. Respond to questions verbally or with gestures. Respond to questions. Repeat rhyming words or word patterns in songs, poems or stories. Follow directions of one or two steps. Know three to seven words in tribal language (if the family has one) and use them regularly. 	<p>Speaking and listening (language development):</p> <ul style="list-style-type: none"> Notice all your child’s communications. Help your child learn new words. Play naming games using things in the room. Ask what your child is doing, listening to and seeing. Ask questions that call for more than a “yes” or “no” answer (such as “What do you think?”) and listen to your child’s responses. Talk about daily events with your child. Engage your child in conversation. Include nonverbal as well as verbal communication. For example, when saying “Go to the closet,” point in that direction. Make sure your verbal language matches your nonverbal language. Children understand body language and facial expressions. Tell stories, read or recite poems and/or rhymes with your child. Sing rhyming songs. Play music from different styles, cultures and countries. Help your child clap or tap out the beats (syllables) for a name or word. Give your child instructions with two steps. For example, “Go

Child May . . .	Parents, Caregivers and Teachers May . . .
	<p>to the closet and get your coat.”</p> <ul style="list-style-type: none"> • Use tribal language or home language for frequently used terms, such as “yes,” “wash your hands,” “hello,” “see you later,” “thank you,” “are you hungry,” and so on.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Reading (literacy):</p> <ul style="list-style-type: none"> • Identify print on signs, etc., asking “What does that say?” • Identify own name as a whole word. • Match the beginning sounds of some words. • Decide whether two words rhyme. • Be aware of separate syllables in words. • Request a favorite book. • Enjoy picture books and being read to. Enjoy looking at books on own. • Listen to and follow along with books in a different language. • Turn book pages one at a time. • Ask to listen to or look at the same story again and again. • Use own experiences to comment on a story, though the comments might not follow the story line. 	<p>Reading (literacy):</p> <ul style="list-style-type: none"> • Read and tell stories to your child every day. Ask questions about the story and answer the child’s questions. • Read alphabet books and solve alphabet puzzles with your child. • Use different tones of voice and character voices when reading aloud. • Play rhyming games. • Show words from different languages for the same picture or object. • Take your child to the library and explore children’s books. • When reading books, put attention on your child and his or her interests and comments. Read fewer words if you need to so that your child is truly engaged.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Writing:</p> <ul style="list-style-type: none"> • Make marks or scribbles when an adult suggests writing. • Attempt to copy one or more letters or characters of the home language. • Draw pictures and tell their story. 	<p>Writing:</p> <ul style="list-style-type: none"> • Ask your child to “sign” own artwork. • Write down what your child says and read it back. • Write your child’s name and read it to him or her. • Show words from child’s home language or tribal language if it has a written form. • Show words in a variety of other languages, including languages that use different alphabets and writing systems.

(6) Learning about my world

Child May . . .	Parents, Caregivers and Teachers May . . .
Knowledge (cognition): <ul style="list-style-type: none"> • Ask a lot of “why” and “what” questions. • Learn by doing hands-on and through the senses. • Learn through play. • Recall several items after they have been put out of sight. 	Knowledge (cognition): <ul style="list-style-type: none"> • Listen to your child about things he or she is learning to do. Be encouraging. • Show how to do something, then give your child a chance to try it. • Explain to your child whom to ask for information and when is appropriate to ask. • Take your child on walks to the grocery store and/or other places in your community. • Take your child to the park, zoo or your favorite places outdoors. Let your child explore these new places.
Child May . . .	Parents, Caregivers and Teachers May . . .
Math: <ul style="list-style-type: none"> • Count up to 10 by rote. Count up to five items. • Identify by sight how many are in a small group of items, up to four. • Understand that the whole is bigger than its parts. • Copy a circle with pencil or crayon. • Build a tower of more than six blocks. • Match simple flat shapes (circles, squares, triangles). • Identify and measure using visual and tactile math. • Use body parts (hands, thumbs, feet, arms) to determine the size or length or something. • Use gestures or words to make comparisons (bigger, smaller, shorter, taller). • Compare two objects by length, weight or size. • Identify up to four objects or pictures that are the same. Take 	Math: <ul style="list-style-type: none"> • Play matching games. Ask your child to find objects around the house or classroom, or in books that are the same. • Play counting games. Count body parts, stairs and other things you use or see every day. • Take walks with your child and look for shapes and colors. • Point out numbers on signs, in the grocery store, etc. • Show your child different objects and pictures, and figure out which one is bigger by sight (visual math). • Show your child how to use body parts (hand, feet, arms, etc.) to determine the length of something. • Ask your child “Which is bigger?” or “Which is more?” and listen to the answer. Don’t correct the child if you disagree. • Give your child an object that should be the same on both

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>objects or pictures that are different out of the group.</p> <ul style="list-style-type: none"> Sort and describe items by size, color and/or shape. 	<p>sides. Let the child feel it (with eyes closed) to determine if the sides are the same or not (tactile math).</p>
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Science:</p> <ul style="list-style-type: none"> Understand words that tell where things are (such as behind, under, in, on). Play with materials of different texture (such as sand, water, leaves) and conditions (such as wet, dry, warm, cold), with adult encouragement. 	<p>Science:</p> <ul style="list-style-type: none"> Play “placing” games with your child with location words (such as “Put the ball under/on top of/beside the table.”). Help your child explore with her senses—seeing, hearing, touching, and smelling. Let your child play with different materials. Explore nature and look at leaves, rocks, flowers, etc. Play a guessing game with different smells. Set up a spot to watch plants grow. Invite your child to watch the changes, and explore the look, touch and smell.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Social Studies:</p> <ul style="list-style-type: none"> Name family members by relationship (such as father, sister, cousin, auntie, etc.) Make a drawing of own family as the child sees it. Recognize whose parent is whose when parents come for their children or in photos of each others’ families. 	<p>Social Studies:</p> <ul style="list-style-type: none"> Read or tell stories about families. Include a variety of family configurations in your stories. Make a family tree with photos or have the child draw the family. Or make a family photo album. Make it something your child can touch and feel. Post photos of children within their families at child height.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Arts:</p> <ul style="list-style-type: none"> Play make-believe with dolls, toy animals and people. Dance, sing, drum, use rattles, draw or paint. Look artwork from different cultures. 	<p>Arts:</p> <ul style="list-style-type: none"> Provide your child a variety of materials to use to draw and create, such as pencils, markers, crayons, paint brushes, yarn, paper, etc.

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Draw something from his or her environment or that of a friend or classmate. • Do beadwork with appropriately sized beads. 	<ul style="list-style-type: none"> • Color and draw lines and shapes with your child. • Provide a variety of materials for your child to explore and use, such as blocks, cups, small boxes, sand, clay, yarn, cloth. • Identify and help explore your child's interests. Find related library books. • Sing and dance together. Use drums, rattles and instruments from different traditions. • Share artwork with your child in books, in the community, etc.

Differences in Development (What if . . . ?)

As a parent, you know your child best.

You notice things such as how and when your child learns new skills, eats new foods and plays with others. What you are seeing is how your child is growing through different stages of development.

Every child grows and develops at his or her own pace. But if you have questions about your child's growth or development, check with his or her doctor or nurse. Please make sure to ask if your child is *not* doing the following by age 4:

- Jumping in place
- Using a crayon or marker to make marks and shapes on paper
- Cooperating in daily self care activities including dressing, eating and/or using the toilet
- Speaking clearly enough for people outside the family to understand
- Playing with other children
- Showing interest in active games or make-believe
- Retelling a story
- Following directions with three parts
- Noticing other children or responding to people outside of the family
- Using skills he or she once had
- Walking, running and climbing well

Ages 3 to 4 Years

For information: Talk to your child's doctor or nurse about your concerns. You can also call the Family Health Hotline at 1-800-322-2588. This hotline can tell you about free developmental screening and other services. They can also provide information about immunizations and state-sponsored health insurance. Your local school district can tell you if your child might be eligible to have an evaluation to determine the need for special education preschool (for ages 3 to 5 years). You can also find information from the state Department of Early Learning at <http://www.del.wa.gov/development/Default.aspx> or http://www.del.wa.gov/publications/esit/docs/PrescreenChart_English.pdf or the federal Centers for Disease Control and Prevention (CDC) at 1-800-CDC-INFO or at www.cdc.gov/concerned.

Ages 4 to 5 Years

WHAT YOU'LL FIND HERE

Under “Child May . . .” below are examples of things that children this age are learning to be, do and know. Under “Parents, Caregivers and Teachers May . . .” are examples of things that adults can do to help children learn and develop in healthy ways. In your culture, you may promote these skills in other ways.

These Guidelines offer a resource to help parents, caregivers and teachers support and enhance children’s development and learning. They are not an exhaustive guide to child development, an assessment tool, a curriculum or a tool to collect data on children in Washington. The hope is that the Guidelines will offer useful information and encourage sharing among everyone who loves, cares for and educates children.

(1) About me and my family and culture

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Family and culture:</p> <ul style="list-style-type: none"> Take pride in own family composition and interest in others’. Understand that families are diverse. Have preferences for food, music, stories, books, etc. that reflect the child’s culture. Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures. <p>Self concept:</p> <ul style="list-style-type: none"> Describe what he or she likes and is interested in. Choose activities to do alone or with others (such as puzzles, painting, etc.). <p>Self management (executive functioning):</p> <ul style="list-style-type: none"> Release emotional tensions in the arms or presence of a caring 	<p>Family and culture:</p> <ul style="list-style-type: none"> Give your child the opportunity to see his or her people in a good and positive light. Create a family tree or invite families to bring in family pictures to create a classroom family collage. Spend time (invite parents to spend time) observing the child in the classroom. Ask caregiver about (help parents recognize) the child’s growth, development and social skills, and activities to use at home. Show a friendly and respectful way of listening and responding to what your child says. Be the model you want the child to be. <p>Self concept:</p> <ul style="list-style-type: none"> Encourage your child in the things he or she tries, and to try new things.

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>adult. By this age, the child may have been discouraged from doing so and find it more difficult than before. Still is able to cry, laugh, tremble, yawn and/or have non-hurtful tantrums. Is relaxed and cooperative afterward.</p> <ul style="list-style-type: none"> • Calm, cooperative and ready to engage after having strong emotions. • Express one or two feelings in role playing life experiences. <p>Learning to learn:</p> <ul style="list-style-type: none"> • Be curious about things and will try things out. • Stay with a task for more than five minutes and attempts to solve problems that arise. • Use imagination to create a variety of ideas. • Enjoy extended pretend play (such as using dolls or stuffed animals, or playing “house” or “explorers”). • Use play as a way to explore and understand life experiences and roles. 	<ul style="list-style-type: none"> • Invite your child to share thoughts and feelings about accomplishing a new task. <p>Self management (executive functioning):</p> <ul style="list-style-type: none"> • Encourage child to express feelings through words, artwork and expressive play. • Say what you expect for your child’s behavior. • Provide guidance when your child’s behavior goes off-track (hurting, hitting, breaking things, etc.) Stop the off-track behavior, reach for connection, and allow for emotional upset, listening as it releases. Notice the child’s behavior afterward. Give your child opportunities to make safe, healthy choices (such as what to drink at snack time). Show respect for your child’s choices and efforts to solve problems. <p>Learning to learn:</p> <ul style="list-style-type: none"> • Offer toys and dolls from different cultures/nations. • Give opportunities for the child to experience songs, language and dance from the family’s traditions and other cultures. • Give your child time to answer your questions and to learn. • Play question-and-answer games that inspire your child’s curiosity. • Answer your child’s questions and/or help find answers. • Teach your child that making mistakes is part of learning.

(2) Building relationships

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Interactions with adults:</p> <ul style="list-style-type: none"> • Part from important adults, sometimes relying on another adult to feel safe. Release tensions through laughter, tears, trembling, talking or yawning. Engage in play when done. • Seek emotional support from caregivers. 	<p>Interactions with adults:</p> <ul style="list-style-type: none"> • When parting, reassure the child that you will return. If possible, connect the return to something the child will experience (such as, “I’ll come back after story time.”) • Listen to and connect with a crying or trembling child to give

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Interactions with peers:</p> <ul style="list-style-type: none"> • Play with children of the same age, and with children of different age groups. • Initiate an activity with another child. • Invite other children to join groups or other activities. <p>Social behaviors:</p> <ul style="list-style-type: none"> • Adjust behavior to different settings (such as using an outdoor voice or an indoor voice). • Be able to think about behavior, being cooperative and nonhurtful. • Notice and comment on who is absent from groups the child is part of. • Cooperate with other children, and take turns. • Notice other children’s feelings. Connect emotions with facial expressions. Care about other children when they are hurt or upset. <p>Problem solving, conflict resolution:</p> <ul style="list-style-type: none"> • Ask for help from another child or an adult to solve a problem. • Make decisions and solve problems with other children, with adult help. 	<p>time and attention to release the tensions that make parting from a loved one difficult.</p> <ul style="list-style-type: none"> • Invite elders or guests to the home or classroom. Have the children help make them feel welcome and comfortable. <p>Interactions with peers:</p> <ul style="list-style-type: none"> • Facilitate play in groups. Modify activities to ensure that children with special needs can join in. Invite older children to read to or play with the younger ones. <p>Social behaviors:</p> <ul style="list-style-type: none"> • Encourage fair ways for taking turns and sharing. • Model respect for diversity. • Model comforting a child who is hurt or upset. • Model behavior that encourages social and emotional expressiveness. • Give your child opportunities for dramatic play (let’s pretend) to make up stories with other children and act in different roles. <p>Problem solving, conflict resolution:</p> <ul style="list-style-type: none"> • Read or tell stories where the characters share, take turns, cooperate and solve conflicts in a constructive way. • Let your child solve problems when playing with friends, but be nearby to help out if needed. <p>Adult to adult:</p> <ul style="list-style-type: none"> • Ask caregiver/teacher about (maintain resources and referral links to) food pantries, domestic violence services, shelters, mental health services, alcohol and substance abuse services, as needed.

(3) Touching, seeing, hearing and moving around

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Using the large muscles (gross motor skills):</p> <ul style="list-style-type: none"> • Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair, skills might include steering the chair into different spaces. • Use both hands to catch. Throw with good aim. Is able to kick an object. • Show good balance and coordination, such as in walking along a wide beam or line. <p>Using the small muscles (fine motor skills):</p> <ul style="list-style-type: none"> • Open and close a blunt scissors with one hand, and cut a straight line. • Screw and unscrew jar lids, and turn door handles. • Work puzzles of up to 10 pieces. • Write some letters or numbers. • Zip and unzip, button and unbutton, and snap and unsnap clothing, and open other fasteners. <p>Using the senses (sensorimotor skills):</p> <ul style="list-style-type: none"> • Play with materials of different texture (such as sand, water, fabric) and conditions (wet, dry, warm, cold). 	<p>Using the large muscles (gross motor skills):</p> <ul style="list-style-type: none"> • Teach your child new skills for full body movement (gross motor skills). • Give your child opportunities for in-place movement, such as bending, twisting, stretching and balancing. • Play games with your child where you mimic each other's motions. Sing songs that identify parts of the body. <p>Using the small muscles (fine motor skills):</p> <ul style="list-style-type: none"> • Give your child things to do with the hands, such as molding play dough or clay, gluing pieces of paper, sticking stickers to paper, tying, buttoning, zipping a zipper, stringing beads, drawing with a crayon, or folding paper for simple origami. • Provide a variety of tools, such as paint brushes, crayons, markers, pencils, scissors, tweezers, lacing cards, puzzles, boxes with latches, and containers with lids. <p>Using the senses (sensorimotor skills):</p> <ul style="list-style-type: none"> • Give your child opportunities to learn through all of the senses (such as smelling flowers, feeling different textures of fabric, hearing an alarm clock, etc.) with eyes blindfolded or closed.

(4) Growing up healthy

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Daily living skills (personal health and hygiene):</p> <ul style="list-style-type: none"> • Participate easily in routine activities (such as meal time, bed time). • Communicate need to rest, drink and eat. • Stay awake except during nap time. 	<p>Daily living skills (personal health and hygiene):</p> <ul style="list-style-type: none"> • Guide your child in taking care of himself, such as putting on his coat or wiping up spills. • Show your child where your child's personal grooming items are. • Give your child enough time to take care of personal hygiene.

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Dress and undress, with only a little help needed. • Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands before eating). • Wash and dry hands before eating and after toileting, with some adult help. • Cooperate with brushing teeth. • Cover mouth when coughing. <p>Nutrition and health:</p> <ul style="list-style-type: none"> • Help prepare healthy snacks. • Eat a variety of nutritious foods and eat independently. • Try a variety of healthy foods from different cultures. <p>Safety:</p> <ul style="list-style-type: none"> • Identify adults who can help in dangerous situations. • Follow safety rules indoors and out of doors in the country and city. 	<p>Nutrition and health:</p> <ul style="list-style-type: none"> • Help your child recognize when she grows tired and needs to rest. • Engage your child in shopping for healthy food, and in making healthy meals and snacks. • Talk with your child about food choices related to allergies, religion, culture, family choices and health. • Engage your child in group exercise times, such as family walks. <p>Safety:</p> <ul style="list-style-type: none"> • Discuss clear safety rules with your child, such as holding hands in a crowd, wearing a bike helmet, and always using a safety seat when in the car. Also discuss rules for safety in the country. • Read stories with themes about safety. Use dramatic or role play to practice safety. Practice fire, tsunami, flooding and earthquake drills. Explain how to stay safe around water, matches, fire arms, etc.

(5) Communicating

Note: Communication skills begin at birth. Language skills begin in the child's home language. Tribal Language Recovery is an important part of identity formation for tribal children.

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Speaking and listening (language development):</p> <ul style="list-style-type: none"> • Know and use several hundred words in home language. • Use words to describe actions (such as “running fast” or “playing well”). • Use words to express emotions (such as happy, sad, tired, scared). 	<p>Speaking and listening (language development):</p> <ul style="list-style-type: none"> • Have a conversation with your child about what the child is doing, listening to and seeing. • Ask questions that call for more than a “yes” or “no.” Allow your child to answer in own way, and accept the answers. • Model respect for the person speaking and for different

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Talk in sentences of five or six words. • Know when it is appropriate to ask questions and whom to ask. Ask questions to get information or clarification. • Follow directions involving two or three steps, including steps that are not related (such as “Please pick up your toys and put on your shoes”). • Respond correctly to a request (such as “Bring me the green towel”). • Can tell some details of a recent event. • Tell a short make-believe story, with adult help. • Listen to others and respond in a group discussion for a short period. Gain information through listening. • State own point of view, and likes and dislikes using words, gestures and/or pictures. • Join in and create songs, rhymes and games that play with the sounds of language (such as clapping out the rhythm). • Make up chants and rhymes. • Sing a song or say a poem from memory. 	<p>languages.</p> <ul style="list-style-type: none"> • Recognize and explain that nonverbal communication and not talking a lot are cultural values and ways. • Use new words in context and explain what they mean. • When working with a dual language learner, use pictures, props and gestures, as needed. • Play “placing” games with your child with location words (such as “Put the ball under/on top of/beside the table.”). • Play games with your child that require listening and following simple directions. • Play games with your child that involve following directions in order. • Do a project with your child that involves following directions, such as using a cookbook. • Use props and role play to encourage your child to participate in group conversations. • Help your child make up silly songs and chants. • Teach your child simple words in other languages, such as the words for “hello” and “friend.” Introduce songs, rhymes, chants and finger plays in two or more languages.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Reading (literacy):</p> <ul style="list-style-type: none"> • Know some basic rules of grammar (such as correctly using “he” and “she”). • Begin to identify individual letters of the alphabet (or characters of the home language) in text. • Begin to recite the letters of the alphabet. • Recognize some signs and symbols in the classroom and community (such as a Stop sign). • Begin to recite some words in familiar books from memory. 	<p>Reading (literacy):</p> <ul style="list-style-type: none"> • Read and/or tell stories to your child every day. • When reading or telling stories, ask your child, “What just happened?” and “What do you think will happen next?” • Ask your child to point to things in the pictures in a book and repeat the names/words after you. • Sing word songs with your child, leaving out a word or a letter as you sing along that you replace with a clap. • Play letter games with your child (such as picking a letter and

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Know that print has meaning. • Begin to understand the order in which a page is read (for example, English is read from left to right). • Tell you what is going to happen next in a story. • Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes). 	<p>pointing to all the objects in the room that begin with that letter).</p> <ul style="list-style-type: none"> • Have pictures or a picture book available and ask your child to use them telling the child's own story. • Read or tell a story and have the child mentally picture what may be happening or act it out. • Tell or read stories from diverse cultures. • Read alphabet books and solve alphabet puzzles with your child. • Take your child to the library. Help find books about things the child is interested in (such as dogs, trucks, cooking, etc.). • Help your child make picture books using pictures from magazines or photos of your child, family and friends. • Ask what your child thinks of parts of a story or the characters. • Introduce your child to a variety of reading materials (such as poetry, folk tales, picture books, magazines). • Ask your child to tell a story, and write it out.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Writing:</p> <ul style="list-style-type: none"> • Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play. • Label pictures using letter-like marks. • Begin to use letter-like symbols to make lists, letters and stories. • Attempt to copy one or more letters of the alphabet. • Begin to print or copy own name. • Identify at least some of the letters in own name. • Explore writing letters in different languages. 	<p>Writing:</p> <ul style="list-style-type: none"> • Print your child's name on things and help your child try to print it. • Help your child label his or her drawings. Ask your child to "sign" the artwork. • Provide opportunities for your child to draw a story or idea. Then write out a description of the drawing to show your child.

(6) Learning about my world

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Knowledge (cognition):</p> <ul style="list-style-type: none"> • Ask adults questions to get information (as appropriate in the family's culture). • Describe likes and interests. • Apply new information or words to an activity or interaction. • Build on what the child learned before. For example, the child changes the way of stacking blocks after a tower continues to fall. • Seek to understand cause and effect ("If I do this, why does that happen?"). • Understand the ideas of "same" and "different." • Recognize objects, places and ideas by symbols (for example, recognize which is the men's room and which is the women's by looking at the stick figure symbols). • Name more than three colors. 	<p>Knowledge (cognition):</p> <ul style="list-style-type: none"> • Talk with your child about things he or she is learning to do. Be encouraging. • Show how to do something, then give your child a chance to try it. • Tell your child when something new is like something she already knows how to do. • Play matching games with your child. Ask the child to find things that are the same and different. • Ask questions that need more than a "yes" or "no" answer, such as "What happened?" "What do you think about . . . ?" • Help your child develop problem solving skills. • Take time to answer your child's "why" questions. If you don't know the answer, say you don't know and help your child find the answer in a book, from another adult or on the Internet. • Bring in elders and adults to talk and share time with your children.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Math:</p> <ul style="list-style-type: none"> • Predict what comes next in the day when there is a consistent schedule. • Start to understand the order of the day (morning, afternoon, evening, night). • Look at the location of the sun in the morning, afternoon, evening and night. • Count out five items. Count and group things by number. • Compare groups of up to five objects. • Find the sum when joining two sets of objects, up to 3 + 2. • Apply numbers and counting to daily life (such as counting the 	<p>Math:</p> <ul style="list-style-type: none"> • Involve your child in ways to mark the change from one activity to another (such as clapping, ringing a bell, singing a particular song). • Use words like "first," "second," and "finally" when talking about everyday activities. This will help your child learn about the sequence of events. • Count down the days to an event by crossing out days on a calendar or taking a link out of a paper chain each day. • Ask your child to count out things to put on the table for a meal or items in your grocery cart.

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>number of children who have raised their hand).</p> <ul style="list-style-type: none"> • Use measuring tools in play (such as a ruler, measuring cups, or parts of the body). • Estimate size (such as, “I’m as tall as the yellow bookshelf.”) • Describe objects using size words (big, small, tall, short). • Understand and use words to compare things, such as smaller, faster, taller and heavier. • Compare the shape, length and size of objects. Match and sort simple shapes (circles, squares, triangles). • Work puzzles with up to 10 pieces. • Order several objects by one characteristic through trial and error (for example, put four blocks in a row from smallest to largest). • Create own patterns with a variety of materials. • Group some everyday objects that go together (such as shoe and sock, pencil and paper). • Follow simple directions for closeness (beside, next to, between, etc.) 	<ul style="list-style-type: none"> • Talk aloud while doing simple math computations (such as counting the number of snacks for the number of children). • Have your child help with measuring tasks (such as measuring ingredients, weighing a pet). • Play games that use position and size words (first, last, big, little, top, bottom). • Play a game with your child to gather and group items that go together, such as shoes and socks, or flowers and vases. • Say the colors in books, pictures and things in the room. • Take walks with your child and look for patterns, shapes and colors that occur in nature.
Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Science:</p> <ul style="list-style-type: none"> • Ask questions and find answers by exploring. • Predict or guess what will happen in science and nature experiences. • Use tools to explore the environment. This includes using “standard” tools such as a magnifying glass and magnets, and “nonstandard” tools, such as a cardboard tube. • Measure sand or water using a variety of containers. • Use one sense (such as smell) to experience something and make one or two comments to describe this. • Begin to notice similarities, differences, and categories of 	<p>Science:</p> <ul style="list-style-type: none"> • Engage your child in cooking, planting seeds and other activities that show cause and effect. • Invent and have your child conduct simple experiments (such as which object will sink in a pail of water and which will float). • Fill cups with water to see how much is needed to fill a larger unit, such as a pitcher. • Help your child develop a find and gather things in nature (such as leaves, rocks, shells). • Show your child how to sort items for recycling and explain how this helps the environment.

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>plants and animals.</p> <ul style="list-style-type: none"> • Investigate the properties of things in nature. • Talk about changes in the weather and seasons, using common words, such as rainy and windy. • Take walks outside and gather different types of leaves, name colors of what the child sees outdoors. Take pictures to print out and hang in the home or classroom. 	
Child May . . .	Parents, Caregivers and Teachers May . . .
<p><i>Social Studies:</i></p> <ul style="list-style-type: none"> • Describe family members and start to understand simple relationships (such as, “Marika is my sister.”) • Adopt the roles of different family members during dramatic play. • Make a drawing of own family, as the child understands it. • Ask questions about similarities and differences in other people (such as language, hair style, clothing). • Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend. • Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor). • Take the roles of different jobs in pretend play. • Talk about what the child wants to be when he or she grows up. • Play store or restaurant, with play receipts, cash register, etc. • Match objects to their normal locations (for example, a stove in the kitchen, a bed in the bedroom, a tree in the forest). • Recognize where he or she is when traveling in familiar areas, most of the time. • Recognize that roads have signs or a name, and houses and apartments usually have numbers to help identify their 	<p><i>Social Studies:</i></p> <ul style="list-style-type: none"> • Read stories about different kinds of families and share with your child about the child’s own family. • As you go through a day, list with your child all the people you see doing jobs that help others. • Use group time (such as family dinner or circle time) to discuss with children the idea of community and how we depend on each other. • Communicate with your child about other cultures in the community. When possible, go to ethnic restaurants, festivals, community centers, cultural exchanges, etc.. • Involve your child in treating others with respect (such as including everyone in a game, calling others by their correct name, etc.). • Read or tell stories to your child about the place where you live.

Child May . . .	Parents, Caregivers and Teachers May . . .
locations.	

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Arts:</p> <ul style="list-style-type: none"> • Show an increasing ability to use materials safely and with purpose. • Understand that different art forms (such as dance, music or painting) can be used to tell a story. • Ask others to look at own creations (“Look at my picture.”) • Draw a person with two to four body parts. • Show creativity and imagination in using materials. • Express self through art and music. • Hum or move to the rhythm of recorded music. • Ask to sing a particular song. • Remember the words to a familiar song. • Participate in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances. • Watch other children dance, then try to mimic the movements. • Express feelings through movement and dancing in various musical tempos and styles. • Perform simple elements of drama (such as audience, actors). • Participate in dramatic play activities (such as acting out the movements for familiar activities, acting out stories, or re-enacting events from own life). 	<p>Arts:</p> <ul style="list-style-type: none"> • Give your child toys that build imagination, such as dress-up clothes, kitchen sets and blocks. • Take your child to see murals or other community artwork. Explore together the patterns, shapes and colors. • Provide creative art opportunities with a variety of materials. • Tell stories and ask your child to draw them. • Play music and dance with your child. Take turns copying each other’s moves. • Involve your child in a variety of musical activities (such as singing, dancing, using rhythm instruments) from own and other cultures. • Introduce your child to cultural and popular dances. • Help your child use the body to tell a story or express an idea. • Give your child opportunities to act out emotions and characters (such as a happy puppy, a sad clown). • Take your child to see performances of dance and music, and to see people creating arts and crafts, if possible.

Differences in Development (What if . . . ?)

As a parent, you know your child best.

Every child grows and develops at his or her own pace. But if you have questions about your child's growth or development, check with his or her doctor or nurse. Please make sure to ask if your child is *not* doing the following by age 5:

- Saying his or her own first and last name
- Showing a range of emotions
- Showing a normal range of behavior (such as happy and sad)
- Getting actively engaged with things that interest him or her
- Focusing on one activity for 5 minutes or more
- Responding to people, or responding only superficially. (Note: With a new teacher or unfamiliar adult, the child might not speak right away.)
- Understanding what is real and what is make-believe. (Note: Make-believe play may not apply in some cultures.)
- Doesn't play a variety of games and activities.
- Drawing pictures
- Talking about daily activities or experiences
- Using plurals or past tense properly
- Brushing teeth, washing and drying hands, or getting undressed without help
- Using skills he or she once had

For information: Talk to your child's doctor or nurse about your concerns. You can also call the Family Health Hotline at 1-800-322-2588. This hotline can tell you about free developmental screening and other services. They can also provide information about immunizations and state-sponsored health insurance. Your local school district can tell you if your child might be eligible to have an evaluation to determine the need for special education preschool (for ages 3 to 5 years). You can also find information from the state Department of Early Learning at

<http://www.del.wa.gov/development/Default.aspx>

or http://www.del.wa.gov/publications/esit/docs/PrescreenChart_English.pdf

or the federal Centers for Disease Control and Prevention (CDC) at 1-800-CDC-INFO or at www.cdc.gov/concerned.

ALIGNMENT OF LEARNING, BIRTH – 3RD GRADE

Young children learn best when new learning builds on what they already know and when they see how it relates to their lives. As children grow and learn from birth through 3rd grade, they build essential skills and perceptions of themselves as learners. These skills form the foundation for their success in school and in life. For this reason, there is a growing effort in Washington to align learning from birth through third grade. The goal is to make sure that learning at each level builds on what came before and prepares children to move ahead through school.

What parents, caregivers and teachers can do: School districts and early learning programs and coalitions across the state are exploring ways to align learning from birth through 3rd grade. Parents, caregivers and teachers can learn more by connecting with their local early learning coalitions, and checking with the local school district about connections across the continuum of birth to 3rd grade. Most importantly, parents, caregivers and teachers can build relationships among the adults supporting children's growth and development. Relationships pave the way for alignment.

Parents can also talk with their child's caregiver or preschool teacher about connecting with the local elementary school, and with the school about connecting with local early learning programs. Together, schools and early learning programs can align their strategies into a continuum of learning. Every day, parents can support their children's ongoing learning by reading to their child.

To learn about local early learning coalitions in Washington, see <http://www.thrivebyfivewa.org/earlylearningcoalitions.html>. For information on early learning and schools, see <http://www.k12.wa.us/EarlyLearning/default.aspx>.

WASHINGTON INVENTORY OF DEVELOPING SKILLS (WaKIDS)

Children need to be ready for school, but schools and teachers also need to be ready for the children who come to their classrooms. The Washington Kindergarten Inventory of Developing Skills, or WaKIDS, is a process that addresses both components of “school readiness” to support children’s smooth transition into the K–12 system.

WaKIDS includes three parts:

- Family connection –The family and kindergarten teacher meet and share information about the child who’ll be entering kindergarten.
- Whole child assessment – The kindergarten teacher uses a comprehensive assessment tool to get an idea of where the child is in four areas of development: social/emotional; literacy; cognitive; and physical.
- Collaboration – Early learning providers and kindergarten teachers meet and share information about the children entering kindergarten.

Piloted in 2010-11, WaKIDS was implemented statewide on a voluntary basis in school-year 2011-12. The 2011-12 participants included approximately 12,000 children and 796 teachers in state-funded full-day kindergarten districts and partner districts participating via other funding sources.

Beginning in the 2012-13 school year, all state-funded full-day kindergarten districts will use the WaKIDS process.

For more information, see <http://www.k12.wa.us/WaKIDS/>

Age 5/Kindergarten

STARTING SCHOOL

Going to school for the first time can be a major transition for children and their families. Most are excited to be taking this step. But there are fears and worries, too. The school setting often means a change from home or a child care or preschool with a small group of children to a classroom with a larger group of children all the same age. Also, child care and preschool offer more adults per child than does the school. Children may also need to travel farther to get to school, and on a different schedule.

What parents, caregivers and teachers can do: Families and early learning providers can help children meet this new adventure confidently by talking about what may be the same and different in school. They can arrange to take children on a visit to school, and perhaps to see the classroom they will be going into and meet the teachers. Some child care providers and preschools partner with local schools to have visits several times a year. Some school districts have a summer-time kindergarten transition program that helps children learn about their school and practice classroom routines before they enter in the fall. Once school starts, parents can become involved with the school, meet the teachers, and consider volunteering in the classroom.

For more information on school readiness, see <http://www.del.wa.gov/development/kindergarten/Default.aspx>

WHAT YOU'LL FIND HERE

Under “Child May . . .” below are examples of things that children this age are learning to be, do and know. Under “Parents, Caregivers and Teachers May . . .” are examples of things that adults can do to help children learn and develop in healthy ways. In your culture, you may promote these skills in other ways. The Washington State K-12 Learning Standards for all subjects, including the recently adopted Common Core Standards for English Language Arts and Mathematics, continue to be the core for instruction that children receive in their classrooms.

These Guidelines offer a resource to help parents, caregivers and teachers support and enhance children’s development and learning. They are not an exhaustive guide to child development, an assessment tool, a curriculum or a tool to collect data on children in Washington. The hope is that the Guidelines will offer useful information and encourage sharing among everyone who loves, cares for and educates children.

(1) About me and my family and culture

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Family and culture:</p> <ul style="list-style-type: none"> Take pride in and know own ethnic/cultural heritage. Recognize different ethnic/cultural groups. Identify family customs and traditions. Help younger sibling do things they can’t yet do by themselves, such as with activities on the playground. <p>Self concept:</p> <ul style="list-style-type: none"> Be aware of gender. Identify and express own preferences, thoughts and feelings, if appropriate for the child’s culture. <p>Self management (executive functioning):</p> <ul style="list-style-type: none"> Identify emotions and use words to describe them. Express a range of emotions appropriately, such as excitement, 	<p>Family and culture:</p> <ul style="list-style-type: none"> Share with your child about your family’s traditions and cultural practices. Explain why they are important. Make your child part of family traditions and customs. Do things with other families. Teach your child to help with the care of younger siblings. Share (invite families to share) a project, cooking activity, family tradition or story in the classroom. Meet with the family/caregiver/teacher individually to become acquainted. Caregivers/teachers may regularly inquire how the family is doing. <p>Self concept:</p> <ul style="list-style-type: none"> Identify and help explore your child’s interests. Find related

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>happiness, sadness and fear. Handle impulses and behavior with little adult direction.</p> <ul style="list-style-type: none"> • Delay something desired (such as waiting to eat a treat). • Adapt to new environments with appropriate emotions and behavior. • Change actions to meet what is expected in different settings and conditions, such as taking shoes off at home, leaving them on at school, and putting boots on in the rain. • Apply familiar accepted behaviors in new but similar situations, such as using a quiet voice indoors. • Recognize how own actions affect others. <p>Learning to learn:</p> <ul style="list-style-type: none"> • Show independence. • Be eager to learn about and talk about a range of topics, ideas and tasks. • Be curious and seek new information. • Be flexible and inventive in approaching tasks and activities. • Stay focused on an activity for more than 10 minutes, even when facing challenges or when frustrated. Ignore distractions. • Return to activities after interruptions, including after several days. • Find more than one way to complete a task. • Make plans and follow through. • Develop ways to remember information. • Team up with another child to expand interests and experiences. 	<p>library books or digital content.</p> <p>Self management (executive functioning):</p> <ul style="list-style-type: none"> • Communicate about emotions and how to express them in a constructive way. • Help your child understand his or her emotions and the emotions of others. • Help your child learn how to relax and calm self. Let the child know it is OK to be upset. <p>Learning to learn:</p> <ul style="list-style-type: none"> • Answer your child's questions and/or help her find answers. • Encourage your child to try new things. Give your child time to figure things out. • Recognize your child for keeping with a task. • Play memory games with your child, repeating oral information many times. • Create opportunities for your child to initiate activities and make choices.

Also see:

Centers for Disease Control and Prevention, *Milestone Moments*, http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eeed/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework.pdf
 Head Start Child Development and Early Learning Framework, http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/MilestoneMomentsEng508.pdf
 Harvard Center on the Developing Child, *Building the Brain's "Air Traffic Control System"*
http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp11/
 Washington State K-12 Educational Technology Learning Standards, <http://www.k12.wa.us/EdTech/Standards/default.aspx>
 Strengthening Families Washington, <http://www.ccf.wa.gov/sfce/home.htm>

(2) Building relationships

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Interactions with peers:</p> <ul style="list-style-type: none"> • Have friends in different settings. • Follow a friend’s suggestions about what to do next in play. • Want to be like friends. • Listen to viewpoints of others. <p>Social behavior:</p> <ul style="list-style-type: none"> • Show empathy. • Help, share, take turns and cooperate in a group. • Include in activities children who are a different gender or ethnic background from self, speak a different language, or have special needs. • Respect self and others. • Develop skills to play, live, work and learn together with others. • Accept the consequences of own actions. • Behave in the accepted ways in different settings. Explain simple family or classroom expectations to others. • Understand rules for classroom and playground and can identify people who carry out school rules. <p>Problem solving, conflict resolution:</p> <ul style="list-style-type: none"> • Make decisions and solve problems with other children. • Resolve some conflicts with peers without adult help. • Explains point of view and evaluates fairness of one’s point of view. • Understand that “fairness” means sometimes you’re the leader and sometimes you’re the follower. 	<p>Interactions with peers:</p> <ul style="list-style-type: none"> • Arrange opportunities for your child to play with others indoors and outdoors. • Give your child freedom to choose what to play with friends. • Facilitate play in groups. Modify activities to ensure that children with special needs can join in. <p>Social behavior:</p> <ul style="list-style-type: none"> • Discuss the concept of fairness when sharing supplies and playground equipment. • Encourage fair ways for taking turns and sharing. <p>Problem solving, conflict resolution:</p> <ul style="list-style-type: none"> • Let your child work out problems on own with some guidance. • Read or tell stories with your child about people working together to cooperate and solve problems. • Discuss how to deal with rumors and gossip, and/or ways to respond. • Help your child make appropriate and respectful choices when conflicts or conflicting messages arise.

Also see:

Washington State K-12 Social Studies Learning Standards, <http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx>

Head Start Child Development and Early Learning Framework, http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/MilestoneMomentsEng508.pdf

(3) Touching, seeing, hearing and moving around

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Using the large muscles (gross motor skills):</p> <ul style="list-style-type: none"> • Show continuous improvement in movement skills. • Work safely in group and individual movement settings. • Recognize basic facts and concepts about their bodies. • Understand how to respect others, follow school safety rules and be responsible. 	<p>Using the large muscles (gross motor skills):</p> <ul style="list-style-type: none"> • Engage your child in 60 minutes of physical activity every day. • Take your child for a walk or jog. • Encourage your child to jump by taking off and landing on both feet. • Try new movements like bending, twisting, stretching, pushing and pulling. Practice twisting at the waist. • Let your child roll, toss and bounce a ball. Practice hand-eye coordination by catching and throwing a handkerchief or balloon. • Have fun with balancing activities (e.g., walking on a line, balance on knees and one hand or freeze like a statue). • Place a piece of tape on the floor in a straight line. Have your child stand on one side of the tape with both feet together, have your child jump over the string and back 10 times. • Dance to music, play follow-the-leader, and go on make believe walks through the snow, in the jungle or other adventurous places. • Adapt activities as needed for children with special needs.

*Also see: Washington State K-12 Health and Fitness Learning Standards located at: <http://www.k12.wa.us/HealthFitness/Standards.aspx>

(4) Growing up healthy

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Daily living skills (personal health and hygiene) and safety:</p> <ul style="list-style-type: none"> • Begin to acquire skills and practices that keep the child safe and healthy. <p>Nutrition and health:</p> <ul style="list-style-type: none"> • Understand how to make good decisions about simple health 	<p>Daily living skills (personal health and hygiene) and safety:</p> <ul style="list-style-type: none"> • Encourage your child to brush teeth at least twice daily. • Have fun naming the five senses and their functions with your child. • Have your child practice appropriate hand washing.

Child May . . .	Parents, Caregivers and Teachers May . . .
issues.	<ul style="list-style-type: none"> • Encourage your child to sneeze or cough in his/her sleeve. • Read stories about good health habits (e.g., going to bed on time helps children be ready to learn at school). • Remind your child and talk about the importance of wearing sunscreen while playing outdoors. • Discuss what happens during the first appointment at dentist or doctor's office. • Educate your child about safety in the community. <p>Nutrition and health:</p> <ul style="list-style-type: none"> • Model and encourage healthy eating habits (e.g., importance of eating breakfast to get the brain and body ready to learn). • Have fun introducing new fruits (kiwi) and vegetables (beets) to your child. • Encourage your child to drink water before, during, and after exercise. • Talk with your child about dangerous chemicals in the house. <p>Safety:</p> <ul style="list-style-type: none"> • Share ways to safely participate in a variety of activities. • Arrange a day to locate safe walking and biking routes to school.

*Also see: Washington State K-12 Health and Fitness Learning Standards located at: <http://www.k12.wa.us/HealthFitness/Standards.aspx>

(5) Communicating

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Speaking and listening (language development):</p> <ul style="list-style-type: none"> • Listen attentively and observe carefully. • Understand and follow simple directions. • Answer simple questions about information presented verbally. • Share own ideas. 	<p>Speaking and listening (language development):</p> <ul style="list-style-type: none"> • Play word games, sing songs and make rhymes together. • Have conversations with your child throughout the day. • Speak clearly and distinctly using adult grammar and courteous language. • Recognize value of communication skills, in English and the

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Speak clearly and distinctly in complete sentences. • Retell about familiar stories and talk about stories read to them using details from the text. • Take part in classroom conversations and follow rules for discussions (e.g., learning to listen to others and taking turns when speaking). • Speak clearly to express thoughts, feelings and ideas, including descriptions of familiar people, places, things and events. • Ask and answer questions about key details in stories or other information read aloud. • Understand and use question words (e.g., who, what, where, when, why, how) in discussions. 	<p>home language.</p> <ul style="list-style-type: none"> • Practice communication skills with your child in your home language. Students who learn strong skills in the home language will learn a second or third language more successfully later. • Communicate rules and expectations you have in your home/community; practice following those rules. • Give children opportunities as you are walking through the neighborhood, riding on a bus or in a car, or visiting familiar places to talk about how they feel and what they see. • Tell or read stories and ask questions afterward. • Ask your child to share their thoughts, ideas, wishes and feelings, and why they are important. • Encourage your child to use good words and speak clearly and calmly (does not whine or yell) when tired or cranky. • Share pictures of various facial expressions (e.g., eyebrows up means surprise). • Encourage positive communication with friends and family (e.g., if you say “please” when asking for help, people may be more willing to help). • Encourage your child to problem solve (e.g., forgets lunch, tells the teacher). • Tell your child how to say “no” and how to seek a trusted adult.

*Also see:

Washington State K-10 Grade Level Expectations – Communication, <http://www.k12.wa.us/CurriculumInstruct/Communications/Standards/default.aspx>

Common Core State Standards for English Arts <http://www.k12.wa.us/Corestandards/default.aspx>

Washington State K-12 World Languages Learning Standards <http://www.k12.wa.us/WorldLanguages/Standards/default.aspx>

Washington State K-12 Health and Fitness Learning Standards located at: <http://www.k12.wa.us/HealthFitness/Standards.aspx>

PTA – Parents’ guide to Student Success – <http://pta.org/KFeb4.pdf>

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Reading (literacy):</p> <ul style="list-style-type: none"> • Understand and apply concepts of print and awareness of language sounds and structure. • Expand oral language and phonics skills. • Understand that signs and labels convey information. • Gain vocabulary for reading. • Show understanding through a variety of responses to hearing information and viewing texts. • Show interest in a variety of books. • Name upper- and lower-case letters, matching those letters with their sounds and printing them. • Compare the adventures and experiences of characters in familiar stories, such as fairy tales and folktales. • Understand how to ask questions about text and create mental imagery. • Understand how to infer or predict meaning. • Retell familiar stories using beginning, middle and end. 	<p>Reading (literacy):</p> <ul style="list-style-type: none"> • Read with your child every day. Ask your child to explain his or her favorite parts of the story. Share your own ideas. • Encourage and praise all attempts at reading. • Ask your child to participate in daily activities that involve reading (e.g., cooking, laundry, reading a calendar, etc.). • Play games that involve specific directions. • Ask your child to identify their name in print. • After reading a story with your child, ask what the story was about. • Read with your child in your home language. • Listen to audio books together and talk about them. • Visit your local library, get a library card, and borrow books and other library materials. • Help your child practice saying the alphabet in English and in home language. • Provide lots of opportunities to print letters in various ways (on sand paper, in the salt boxes, air writing, etc.). • Select a letter and have the child circle that letter, upper case or lower case, in various print forms such as magazines or newspapers. • Use the computer games available to reinforce letters and sounds.

*Also see:

Washington State K-10 Grade Level Expectations – Reading, <http://www.k12.wa.us/Reading/Standards/default.aspx>

Common Core State Standards for English Arts <http://www.k12.wa.us/Corestandards/default.aspx>

PTA – Parents’ guide to Student Success – <http://pta.org/KFeb4.pdf>

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Writing:</p> <ul style="list-style-type: none"> • Use pictures to convey meaning. • Understand that ideas and thoughts are communicated in symbols. 	<p>Writing:</p> <ul style="list-style-type: none"> • Encourage your child to tell you about his or her day at school. Keep paper, markers, or crayons around the house for your child to write letters or words or draw a picture about his or

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> Form letters, and show increasing knowledge of letters, sounds and patterns. Copy signs, labels, names and words seen in the community. Draft simple sentences, often using the same structure repeated in the same written piece or in several pieces of writing. Start to write for own satisfaction. Common topics are family and self, pets, and friends. Using a combination of drawing, dictating, and writing to describe an event, include own reaction to what happened. State an opinion or preference about a topic or book in writing (e.g., “My favorite book is . . .”). Learn to recognize, spell and properly use those little grammatical words that hold the language together (e.g., a, the, to, of, from, I, is, are) 	<p>her day. Have your child describe the picture to you.</p> <ul style="list-style-type: none"> Encourage and praise all attempts at writing. Ask for your child’s assistance in daily activities that involve writing (making a grocery lists, writing a note, etc.) Let your children see you write for pleasure. Send family letters to relatives or friends. Let everyone in the family contribute a part or an illustration. Encourage your child to find a picture from a newspaper, Web site, or magazine, cut it out, paste it on paper and write a story about it. Encourage your child to write in a journal about their feelings in a situation of loss or stress.

*Also see:

Washington State K-10 Grade Level Expectations – Writing, <http://www.k12.wa.us/Writing/Standards.aspx>

Common Core State Standards for English Arts <http://www.k12.wa.us/Corestandards/default.aspx>

Washington State K-12 Health and Fitness Learning Standards located at: <http://www.k12.wa.us/HealthFitness/Standards.aspx>

PTA – Parents’ guide to Student Success – <http://pta.org/KFeb4.pdf>

(6) Learning about my world

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Knowledge (cognition):</p> <ul style="list-style-type: none"> Learn best through active exploration of concrete materials (e.g., blocks, paint, manipulatives, etc.) Understand that things are not always what they appear to be (for example, a sponge that looks like a rock). 	<p>Knowledge (cognition):</p> <ul style="list-style-type: none"> Encourage your child to explore a variety of objects (e.g., at the beach: rocks, sand, shells, etc.). Have a variety of items for your child to use and explore with, such as arts and craft items, blocks, etc. Encourage your child to try new activities.

*Also see:

Harvard Center on the Developing Child, *Building the Brain’s “Air Traffic Control System”*

http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp11/

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Math:</p> <ul style="list-style-type: none"> Count up to 20 objects to tell how many there are. Recognize by sight and name the number of items in a group, up to five. Compare two groups of objects to tell which group, if either, has more; compare two written numbers to tell which is greater. Write numbers to 20. Act out addition and subtraction word problems and draw diagrams to represent them. Add with a sum of 10 or less; subtract from a number 10 or less; and solve addition and subtraction word problems. Add and subtract very small numbers quickly and accurately (e.g., $3 + 1$). Correctly name shapes regardless of orientation or size (e.g., a square oriented as a “diamond” is still a square). Put simple shapes together to form larger shapes. Put objects in order by length. Sort and classify objects by more than one factor (such as shape, color, etc.). Correctly use position words (such as beside, inside, under, etc.) to describe objects. 	<p>Math:</p> <ul style="list-style-type: none"> Develop good math habits by asking questions that take time to answer and have the child explain his/her thinking. Have child practice counting numbers up to 100 starting with any number and writing numbers to 20. Ask questions that require counting as many as 10 items that are in a variety of arrangements, and up to 20 items in a line. Look for “word problems” in real life. Some kindergarten examples might include: <ul style="list-style-type: none"> Play “Write the next number.” You write a number, and your child writes the next number. Ask your child questions that require comparing numbers of items. (Your child might use matching or counting to find the answer, or answer in his/her home language.) Ask your child to solve simple addition and subtraction problems in the environment, such as, “You have two shoes and I have two shoes. How many shoes do we have together?” Practice counting cars of a certain color as you drive. Practice adding and/or subtracting using food items. Create a bag of shapes using cookie cutters or paper cut-outs, and practice naming and sorting them. Find common shapes in the environment. Ask questions that require describing the location of objects in space. Compare two objects and ask your child which object is larger, smallest, heavier, etc. Play card games and table games with your child. Have the child count the number of jumping jacks he or she can do in a minute.

*Also see:

Washington State K-8 Mathematics Learning Standards, <http://www.k12.wa.us/Mathematics/Standards.aspx>

Common Core State Standards for Mathematics, <http://www.k12.wa.us/Corestandards/default.aspx>

Washington State K-12 Health and Fitness Learning Standards located at: <http://www.k12.wa.us/HealthFitness/Standards.aspx>

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Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Science:</p> <ul style="list-style-type: none"> • Understand that science involves observing carefully and asking questions. • Develop skills of observing, sorting and identifying parts. • Begin using scientific tools to understand the natural world. 	<p>Science:</p> <ul style="list-style-type: none"> • Help your child name at least five different parts, given an illustration of a whole object, plant or animal. • Compare a part of an object with the whole object, correctly using the words “whole” and “part.” • Play a game with your child to identify which of several common objects may be taken apart and put back together without damaging them (e.g., a jigsaw puzzle) and which objects cannot be taken apart without damaging them (e.g., books, pencils, plants and animals). • Help your child use simple tools and materials to solve a simple problem (e.g., make a paper or cardboard box to hold seeds so they won’t get lost). • Encourage your child to apply the abilities of counting, measuring and classifying to solving a problem (e.g., Is that enclosure big enough for a pet to stand up in? What types of food can it eat? How much food should I put into the enclosure for my pet?). • Observe with your child and communicate the many things that can be seen in the sky that change minute by minute (e.g., birds, airplanes and clouds) and those that change their shape or position in observable patterns day after day (e.g., apparent shape of the moon). • Compare, with your child, how different animals obtain food and water (e.g., a squirrel hunts for nuts; a pet dog eats prepared food and drinks water from a bowl or puddle; many birds and insects find nectar in flowers, which contain food

Child May . . .	Parents, Caregivers and Teachers May . . .
	and water; people may grow food in gardens and many shop for food in stores and get water from the tap).

*Also see:

Washington State K-12 Science Learning Standards (2009), <http://www.k12.wa.us/Science/Standards.aspx>

Sustainability Education Learning Standards, <http://www.k12.wa.us/EnvironmentSustainability/Standards/default.aspx>

Child May . . .	Parents, Caregivers and Teachers May . . .
Social Studies: <ul style="list-style-type: none"> • Begin to use social studies concepts related to interactions with the classroom and school. • Learn concepts of fairness and respect for the rights and opinions of others. • Begin to identify the people who carry out the rules at school (principal, teacher, etc.). 	Social Studies: <ul style="list-style-type: none"> • Explain why there are behavior standards and that there are different standards for different situations (e.g., classroom, playground, home, library, church, at Grandma's, at a friend's house, etc.). • Practice listening and watching how people act differently in different places. <ul style="list-style-type: none"> ○ Attend a library book reading and talk about how people behave. ○ Attend local cultural performances and talk about how people behave. ○ Watch videos of cultural events and listen to music of many traditions and countries. • Create with your child an individual timeline that shows personal events over time. • Encourage your child to share how he or she feels about classroom and playground behavior standards, and if the standards feel fair. • Encourage your child to listen to others.

*Also see:

Washington State K-12 Social Studies Learning Standards, <http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx>

Washington State K-12 Educational Technology Learning Standards, <http://www.k12.wa.us/EdTech/Standards/default.aspx>

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Arts:</p> <ul style="list-style-type: none"> • Enjoy creative art-making processes. Learn ways to create artwork. • Develop skills in observing, using the hands (fine motor skills) and using the senses. • Start to use the elements of art and principles of design. • Share ideas and explain own artwork to others. • Become more aware of own community through visual arts. • Echo music pitches, dynamics, beats and rhythms. • Explore pitch, melody, dynamics, tempo and sound through using the voice, body and instruments in activities. • Discover traditional children's songs, nursery rhymes, folk songs, classical music and world music. • Start to develop singing and playing skills and techniques. • Develop skills for movement. Become aware of space. • Join in creative dramatics, storytelling, puppetry and pretend play. • Develop voice and movement skills by enacting familiar and/or creating new stories. • Start to attend and respond appropriately to dance and drama performances. 	<p>Arts:</p> <ul style="list-style-type: none"> • Encourage your child to move in different ways: roll, slither, crawl (creep), walk, run, jump, gallop, march, and demonstrate stretch, bend and twist. • Have your child start and stop movement in response to a drumbeat or musical cue. • Help your child identify the differences and/or similarities between vocal and instrumental sounds. • Sing folk, nursery rhymes and children's songs with your child in English or home language. • Encourage your child to use finger and hand puppets to tell stories, share and create. • Have your child express him/herself by using chalk, crayons, finger paints, pencils, paints, pens, markers and a variety of materials to draw lines (in the air, on paper, on clay, etc.). • Provide a variety of materials for your child to create art work with (e.g., crayons, paper, paint, fabric, shells, pasta, digital tools, etc.).

*Also see: Washington State Grade Level Standards and Resources – The Arts, <http://www.k12.wa.us/Arts/Standards/default.aspx>

Differences in Development (What if . . . ?)

Every child grows and develops at his or her own rate. However, there may be some signs in your child's development that you'll want to check with a doctor, nurse, health department or your child's teacher.

If you have concerns about your child's learning or development, you may wish to request an evaluation. Support services may be available through your local school district.

Steps for Requesting an Evaluation

- A request for an evaluation to determine if your child qualifies to receive services **must be made in writing**. It is a good idea to direct your request both to a district staff member at the building level (school psychologist or special education teacher) and to your district's special education director at the administrative level. Keep a copy of your written request for your files.
- The school district will determine if an evaluation is needed, based on information you provide, existing classroom assessments, and observations by teachers or related service providers (speech therapist or occupational therapist). There is no cost for the evaluation.
- The evaluation will be conducted by qualified professionals such as a school psychologist, speech therapist or special education teacher. The evaluation should include all area(s) of suspected disability. You will be asked to share information about your child's development, health and medical history.
- Following the evaluation, a meeting with you will be scheduled to discuss the evaluation results and determine if your child is eligible for special education services.

For more information: Visit the special education webpage of the Office of Superintendent of Public Instruction website at <http://www.k12.wa.us/SpecialEd/Families/default.aspx>. This website contains information for families on a wide range of special education topics. For information on local services for families, see <http://www.parenthelp123.org>.

1st Grade (usually 6 years)

WHAT YOU'LL FIND HERE

Under “Child May . . .” below are examples of things that children this age are learning to be, do and know. Under “Parents, Caregivers and Teachers May . . .” are examples of things that adults can do to help children learn and develop in healthy ways. In your culture, you may promote these skills in other ways. The Washington State K-12 Learning Standards for all subjects, including the recently adopted Common Core Standards for English Language Arts and Mathematics, continue to be the core for instruction that children receive in their classrooms.

These Guidelines offer a resource to help parents, caregivers and teachers support and enhance children’s development and learning. They are not an exhaustive guide to child development, an assessment tool, a curriculum or a tool to collect data on children in Washington. The hope is that the Guidelines will offer useful information and encourage sharing among everyone who loves, cares for and educates children.

(1) About me and my family and culture

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Family and culture:</p> <ul style="list-style-type: none"> • Tell friends or adults about a family or cultural tradition. • Bond with family and friends who share their time and talents with the child. <p>Self management (executive functioning):</p> <ul style="list-style-type: none"> • Calm down own strong emotions and avoid acting on impulse. • Understand how the body and face show different emotions, such as raised eyebrows when surprised. 	<p>Family and culture:</p> <ul style="list-style-type: none"> • Encourage your child to take part in family traditions and cultural activities. • Share time, talents, traditions and skills with the child. • Involve your child in preparing meals, household chores, gardening, shopping and other daily tasks. • Connect (provide opportunities for families to connect) and build community with other families, such as through periodic

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> Describe ways to cope with and manage stress. For example, if a friend doesn't want to play any more (stress), invite someone else to play with you (cope). <p>Learning to learn:</p> <ul style="list-style-type: none"> Focus attention on a task/topic and ignore distractions. Listen with attention. 	<p>events such as coffees, celebrations, field trips, events celebrating cultural customs, etc.</p> <p>Self management (executive functioning):</p> <ul style="list-style-type: none"> Encourage your child to speak calmly and not whine or yell. Practice making different facial expressions and share what each one means. Teach your child calming techniques: such as counting to 10, running in the backyard or on playground, or singing a favorite song. <p>Learning to learn:</p> <ul style="list-style-type: none"> Together with your child, explore various Web sites with pictures of animals, foods and colors to reinforce vocabulary. Practice turning off television and video games while doing homework or chores to stay focused. Have your child practice retelling/repeating instructions.

*Also see:

Washington State K-12 Health and Fitness Learning Standards <http://www.k12.wa.us/HealthFitness/Standards-GLEs/HealthFitnessStateStandards.pdf>
 Strengthening Families Washington, <http://www.ccf.wa.gov/sfece/home.htm>

(2) Building relationships

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Interactions with peers:</p> <ul style="list-style-type: none"> Learn skills to help make friends. <p>Problem solving, conflict resolution:</p> <ul style="list-style-type: none"> Learn skills to resolve conflicts and solve problems. 	<p>Interactions with peers:</p> <ul style="list-style-type: none"> Attend community group meetings, such as Boy and Girl Scouts, faith groups and/or cultural clubs, where the child has an opportunity to make new friends. <p>Problem solving, conflict resolution:</p> <ul style="list-style-type: none"> Practice resolving conflicts at home with siblings and/or other family members. <p>Adult to adult:</p> <ul style="list-style-type: none"> Reach out to friends and others for support. Caregivers/teachers may respond to family crises immediately by ensuring staff is available at all times to help families needing support

Child May . . .	Parents, Caregivers and Teachers May . . .
	and ensuring parents can talk with staff with whom they are most comfortable.

*Also see: Washington State K-12 State K-12 Health and Fitness Learning Standards <http://www.k12.wa.us/HealthFitness/Standards-GLEs/HealthFitnessStateStandards.pdf>
 Strengthening Families Washington, <http://www.ccf.wa.gov/sfece/home.htm>

(3) Touching, seeing, hearing and moving around

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Using the large muscles (gross motor skills):</p> <ul style="list-style-type: none"> Refine skills for moving from one place to another (locomotor skills). Develop skills for moving in place (non-locomotor skills), such as bending and twisting. Develop body control and fitness skills, such as strength, endurance and flexibility. Continue to learn rules and procedures for simple games and practices for safety in physical activities. <p>Using the small muscles (fine motor skills):</p> <ul style="list-style-type: none"> Develop skills for moving with the hands (manipulative skills). 	<p>Using the large muscles (gross motor skills):</p> <ul style="list-style-type: none"> Engage your child in 60 minutes of physical activity every day. Take your child for a fast walk or jog. Encourage your child to hop by taking off on one foot and landing on the same foot. Play a game of tag with your child. Try new movements like bending, twisting, stretching, pushing, and pulling. Practice bending to form the letter “M” shape with a partner. Let your child roll, toss and bounce a ball. Practice striking a balloon with various body parts (hand, head, knee, etc.). Have your child strike a ball by using a foam paddle. Have fun with balancing activities (e.g., walking on a line or stork stand). Encourage your child to try new physical activities (e.g., school sports, community sports). Encourage limited television time and to engage in physical activity during commercials.

*Also see: Washington State K-12 State K-12 Health and Fitness Learning Standards <http://www.k12.wa.us/HealthFitness/Standards-GLEs/HealthFitnessStateStandards.pdf>

(4) Growing up healthy

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Nutrition and health:</p> <ul style="list-style-type: none"> Develop body control and fitness skills, such as strength, 	<p>Nutrition and health:</p> <ul style="list-style-type: none"> Exercise together as a family to promote individual health.

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>endurance and flexibility.</p> <ul style="list-style-type: none"> • Continue to learn rules and procedures for simple games and practices for safety in physical activities. • Begin to understand how own decisions can impact health and wellness now and in the future. • Learn about body systems and a variety of health topics. <p>Safety:</p> <ul style="list-style-type: none"> • Recognize risky situations and explain how to avoid them. • Recognize what an unwanted touch is. 	<ul style="list-style-type: none"> • Take your child grocery shopping, and talk about and show healthy food choices. • Talk about risky situations and how to avoid them. • Encourage your child to identify signs of a cold (e.g., running nose and coughing). • Remind your child to tie shoes before physical activity. • Explain the importance of healthy foods and that they provide energy for the body. • Teach your child appropriate food portion size. Ask about nutrition information at your local health department or see www.choosemyplate.gov. <p>Safety:</p> <ul style="list-style-type: none"> • Have your child practice maintaining safe personal space when using a jump rope. • Remind your child to wear shoes that support physical activity and prevent injury (e.g., no flip flops, high heels, or wheels). • Explain the importance of following game and safety rules. • Arrange a day to locate safe walking and biking routes to school. • Talk about the use of phones and computers (e.g., do not provide personal information over the phone or internet). • Explain to your child that strangers are people that you or your child don't know. • Explain to your child that walking alone is dangerous. • Tell your child that an unwanted touch is when someone touches parts of the body that are normally covered by a bathing suit or asking your child to touch their body parts normally covered by a bathing suit. • Talk about risky situations (e.g., "If you find a needle, don't touch it. Tell a trusted adult."). • Explain steps in case of an emergency (e.g., <i>duck and cover</i> are rules for an earthquake).

Child May . . .	Parents, Caregivers and Teachers May . . .
	<ul style="list-style-type: none"> Discuss danger in using personal name, address, phone number or picture online.

*Also see:

Washington State K-12 State K-12 Health and Fitness Learning Standards <http://www.k12.wa.us/HealthFitness/Standards-GLEs/HealthFitnessStateStandards.pdf>

Washington State K-12 Educational Technology Learning Standards, <http://www.k12.wa.us/EdTech/Standards/default.aspx>

(5) Communicating

Child May . . .	Parents, Caregivers and Teachers May . . .
<p><i>Speaking and listening (language development):</i></p> <ul style="list-style-type: none"> Develop listening and observation skills. Show understanding by following directions, retelling stories, answering questions and explaining visual information. Introduce and maintain conversation about a topic. Speak clearly and distinctly using adult grammar and courteous language. Describe characters, settings and major events in a story, using key details. Take part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion. Describe people, places, things and events with relevant details, expressing ideas and feelings clearly and with complete sentences. Understand and apply vocabulary critical to the meaning of the text. 	<p><i>Speaking and listening (language development):</i></p> <ul style="list-style-type: none"> Act out stories together from books, television or your child's imagination. Read a story together then ask your child what happened first, next, and last. Play board games or other games where children have to follow directions. Pick a topic to discuss as a family during meal times or while driving in a car. Talk about favorite books, television shows and movies. Practice talking about the people and places the child sees; ask what the child likes or doesn't like. Discuss and practice how questions can be used to find out information.

*Also see:

Washington State K-10 Grade Level Expectations – Communication, <http://www.k12.wa.us/CurriculumInstruct/Communications/Standards/default.aspx>

Washington State K-10 Grade Level Expectations – Reading, <http://www.k12.wa.us/Reading/Standards/default.aspx>

Common Core State Standards for English Arts <http://www.k12.wa.us/Corestandards/default.aspx>

Washington State K-12 World Languages Learning Standards, <http://www.k12.wa.us/WorldLanguages/Standards/default.aspx>

PTA – Parents' guide to Student Success – <http://pta.org/1stGradeFeb4.pdf>

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Reading (literacy):</p> <ul style="list-style-type: none"> • Apply concepts of print, awareness of language sounds and structure, oral language skills, and understanding of the connection between sound and spelling. • Expand reading vocabulary. • Show understanding through a variety of responses. • Choose and read a variety of books for pleasure. • Use phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing. • Identify the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., decide whether the word bat means a flying mammal or a club used in baseball). • Learn to think about finer distinctions in the meanings of near-synonyms (e.g., marching, prancing, strutting, strolling, walking). • Identify and explain story elements—character, setting, events. 	<p>Reading (literacy):</p> <ul style="list-style-type: none"> • Encourage your child to read books to you. Help him or her sound out difficult words. • Visit the library with your child every week. Have your child sign up for a library card. • Read books to your child and listen to your child read books. • Talk about words that you or your child may not understand and try to figure out meaning. • Talk about words that sound the same but have different meanings. • Ask your child to think of different ways to describe the same action.

*Also see:

Washington State K-10 Grade Level Expectations – Reading, <http://www.k12.wa.us/Reading/Standards/default.aspx>

Common Core State Standards for English Arts <http://www.k12.wa.us/Corestandards/default.aspx>

PTA – Parents’ guide to Student Success – <http://pta.org/1stGradeFeb4.pdf>

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Writing:</p> <ul style="list-style-type: none"> • Develop an idea or piece of information beyond one sentence, adding some description or explanation. • Put simple sentences in a logical order. • Use some strategies to plan writing, with teacher support. • Spell many words accurately and show awareness of some spelling patterns. • Reread what he or she writes, and revise it. • Start using correct punctuation, spacing and letter formation. 	<p>Writing:</p> <ul style="list-style-type: none"> • Pick a “word of the day” each day starting with a different letter. Have your child write the word and look for other things beginning with the same letter. • Ask your child to write his/her address. • If your child has access to a computer, encourage him/her to use it for writing stories and using spell check. • Ask your child talk through a story idea before writing anything.

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Get facts and information from different writings. • Write about a topic, supply some facts, and provide some sense of opening and closing. • Participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to write a sequence of instructions). • Describe people, places, things and events with relevant details, express ideas and feelings clearly and with complete sentences. 	<ul style="list-style-type: none"> • Encourage your child to write stories. • Ask your child to read his/her story out loud. • Ask your child questions about his/her story. • Encourage noticing details/characteristics (e.g., How many things can you tell me about Aunt Susie?).

*Also see:

Washington State K-10 Grade Level Expectations – Writing, <http://www.k12.wa.us/Writing/Standards.aspx>

Common Core State Standards for English Arts <http://www.k12.wa.us/Corestandards/default.aspx>

PTA – Parents’ guide to Student Success – <http://pta.org/1stGradeFeb4.pdf>

(6) Learning about my world

Child May . . .	Parents, Caregivers and Teachers May . . .
Knowledge (cognition): <ul style="list-style-type: none"> • Enjoy learning through discovery. • Ask many questions. • Understand spatial relationships and functional relationships better. • Play more cooperatively with others. 	Knowledge (cognition): <ul style="list-style-type: none"> • Provide positive feedback to your child for doing things for themselves. • Take your child on “field trips” and talk about what you saw and learned.

Child May . . .	Parents, Caregivers and Teachers May . . .
Math: <ul style="list-style-type: none"> • Count, read and write to 120 while developing understanding of place value. • Talk about how to solve math problems. • Solve addition and subtraction word problems, within 20, in situations of adding to, taking from, putting together, taking apart and comparing. (e.g., a taking from situation would be: “Five apples were on the table. I ate some apples. Then there 	Math: <ul style="list-style-type: none"> • Develop good math habits by asking questions that take time to answer and have the child explain his/her thinking. • Practice with your child counting to 120 from any number. Ask your child the number before or after a given number. • Have your child write and read numbers to 120 and compare any two of these numbers to say which is greater or less than the other.

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>were three apples. How many apples did I eat?”)</p> <ul style="list-style-type: none"> • Add and subtract within 20, for example, by using strategies based around the number 10 (e.g., to solve $13 - 4$, one can start with 13, subtract 3 to reach 10, and then subtract 1 more to reach 9). • Quickly and accurately add and subtract within 10 (e.g., $2 + 5$, $7 - 5$). • Understand what the digits mean in two-digit numbers (place value). • Use understanding of place value to add and subtract within 100 (e.g., $38 + 5$, $29 + 20$, $64 + 27$, $80 - 50$). • Measure lengths of objects by using a shorter object as a unit of length. • Make composite shapes by joining shapes together. • Divide circles and rectangles into halves or fourths to develop understanding of part/whole. 	<ul style="list-style-type: none"> • Practice the addition and subtraction facts within 10. • Look for “word problems” in real life. Some 1st grade examples might include: <ul style="list-style-type: none"> ○ If you open a new carton of a dozen eggs, and you use four eggs to cook dinner, close the carton and ask your child how many eggs are left. ○ While putting away toys into bins, count the number of toys in two bins and ask your child how many more are in one bin compared to the other. ○ Using a bag of candy or nuts, practice adding and subtracting or breaking into smaller groups. ○ Using a pencil or a piece of spaghetti, have child measure length of bed, refrigerator, television, etc. ○ Whenever you eat pizza or pies, talk about how you should cut them up so everyone gets equal amounts. • Play number games with your child where you might say to him/her: <ul style="list-style-type: none"> ○ “I’m thinking of a number that is 20 more than 34. What is the number?” ○ “I am thinking of a number that makes 11 when added to 8. What is the number?” • Play card games and table games with your child.

*Also see:

Washington State K-8 Mathematics Learning Standards, <http://www.k12.wa.us/Mathematics/Standards.aspx>

Common Core State Standards for Mathematics, <http://www.k12.wa.us/Corestandards/default.aspx>

PTA – Parents’ guide to Student Success – <http://pta.org/1stGradeFeb4.pdf>

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Science:</p> <ul style="list-style-type: none"> • Find patterns and ask questions about the natural world, both living and nonliving. • Develop skills with sorting, describing comparing, and recording observations. 	<p>Science:</p> <ul style="list-style-type: none"> • Follow up a question by looking for an answer through the child’s own activities (e.g., making observations or trying things out) rather than only asking an adult to answer the question. • Help your child observe patterns and relationships in the

Child May . . .	Parents, Caregivers and Teachers May . . .
	<p>natural world, and record observations in a table or picture graph.</p> <ul style="list-style-type: none"> • Help your child develop two possible solutions to solve a simple problem (e.g., design a napping place for a favorite stuffed animal; decide on the best food to eat for lunch). • Help your child distinguish a force that acts by touching it with an object (e.g., by pushing or pulling) from a force that can act without touching (e.g., the attraction between a magnet and a steel paper clip).

*Also see: Washington State K-12 Science Learning Standards (2009), <http://www.k12.wa.us/Science/Standards.aspx>

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Social Studies:</p> <ul style="list-style-type: none"> • Start to understand basic social studies concepts related to families nearby and far away. • Examine the family and the ways families live and work together. • Begin to utilize globes and maps. • Begin to use graphic organizers to organize thoughts. 	<p>Social Studies:</p> <ul style="list-style-type: none"> • Talk together about different kinds of families you know – big, small, extended, single, etc. • Create a timeline that describes family events over time. • Talk about how families around the world celebrate holidays. • Talk about where your family lives and where your ancestors came from. • Help your child understand that families make choices about the need for buying groceries based on cost, availability, family or cultural customs, and personal taste. • Discuss the idea of want versus need. • Explore a globe together and identify continents and major bodies of water. • Talk about how the climate and physical features of an area determine the types of home in which people live. • Create a table of the similarities and differences in the ways in which families live.

*Also see: Washington State K-12 Social Studies Learning Standards, <http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx>

Child May . . .	Parents, Caregivers and Teachers May . . .
Arts: <ul style="list-style-type: none"> • Develop an understanding of the elements of art and principles of design by exploring a variety of materials and techniques. • Use step-by-step processes to create artwork. • Create and respond to visual arts experiences. • Become more aware of own community and environment through visual arts. • Recognize and echo musical pitches, dynamics, beat and rhythms. • Develop focus and concentration while practicing movement skills (locomotor and non-locomotor). • Become aware of skills needed to dance around the room (general space) and to move in place (self-space). • Develop an understanding of story structure. • Join in theatre-related activities, such as creative dramatics, storytelling and puppetry. • Develop skills in character development and improvisation. • Focus attention on performers. 	Arts: <ul style="list-style-type: none"> • Practice with your child fast and slow movement using various body parts and moving with a steady beat. • Encourage your child to describe his/her ideas and feelings after viewing/experiencing a dance. • Encourage your child to move to music using games, songs and dances. • Expose your child to various musical styles. • Provide options for your child to explore by using chalk, crayons, finger paints, pencils, paints, pens, markers and a variety of materials to draw lines (in the air, on paper, on clay, etc.).

*Also see: Washington State Grade Level Standards and Resources – The Arts, <http://www.k12.wa.us/Arts/Standards/default.aspx>

Differences in Development (What if . . . ?)

Every child grows and develops at his or her own rate. However, there may be some signs in your child's development that you'll want to check with a doctor, nurse, health department or your child's teacher.

If you have concerns about your child's learning or development, you may wish to request an evaluation. Support services may be available through your local school district.

Steps for Requesting an Evaluation

- A request for an evaluation to determine if your child qualifies to receive services **must be made in writing**. It is a good idea to direct your request both to a district staff member at the building level (school psychologist or special education teacher) and to your district's special education director at the administrative level. Keep a copy of your written request for your files.
- The school district will determine if an evaluation is needed, based on information you provide, existing classroom assessments, and observations by teachers or related service providers (speech therapist or occupational therapist). There is no cost for the evaluation.
- The evaluation will be conducted by qualified professionals such as a school psychologist, speech therapist or special education teacher. The evaluation should include all area(s) of suspected disability. You will be asked to share information about your child's development, health and medical history.
- Following the evaluation, a meeting will be scheduled with you to discuss the evaluation results and determine if your child is eligible for special education services.

For more information: Visit the special education webpage of the Office of Superintendent of Public Instruction website at <http://www.k12.wa.us/SpecialEd/Families/default.aspx>. This website contains information for families on a wide range of special education topics. For information on local services for families, see <http://www.parenthelp123.org>.

2nd Grade (usually 7 years)

WHAT YOU'LL FIND HERE

Under “Child May . . .” below are examples of things that children this age are learning to be, do and know. Under “Parents, Caregivers and Teachers May . . .” are examples of things that adults can do to help children learn and develop in healthy ways. In your culture, you may promote these skills in other ways. The Washington State K-12 Learning Standards for all subjects, including the recently adopted Common Core Standards for English Language Arts and Mathematics, continue to be the core for instruction that children receive in their classrooms.

These Guidelines offer a resource to help parents, caregivers and teachers support and enhance children’s development and learning. They are not an exhaustive guide to child development, an assessment tool, a curriculum or a tool to collect data on children in Washington. The hope is that the Guidelines will offer useful information and encourage sharing among everyone who loves, cares for and educates children.

(1) About me and my family and culture

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Family and culture:</p> <ul style="list-style-type: none"> • Share a family or cultural tradition, dance, song or practice with classmates, friends and family. • Ask questions about own family history, culture, and where the family is from. <p>Self concept:</p> <ul style="list-style-type: none"> • Be confident in own decisions. <p>Self management (executive functioning):</p> <ul style="list-style-type: none"> • Understand and explain the impact of different emotions on 	<p>Family and culture:</p> <ul style="list-style-type: none"> • Encourage your child to take part in family traditions and to learn about the customs of your community, faith tradition and/or culture. • Promote understanding of different cultures and backgrounds, especially those represented in the child’s classroom. <p>Self management (executive functioning):</p> <ul style="list-style-type: none"> • Share ways to reduce stress, like counting, singing, physical activity, talking about problems, asking for help.

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>others. For example, being grumpy might make others grumpy.</p> <ul style="list-style-type: none"> Recognize stress and know positive ways to reduce it. For example, if the child forgets to bring lunch, he or she can tell the teacher. <p>Learning to learn:</p> <ul style="list-style-type: none"> Remember and apply directions. Ignore irrelevant or nuisance distractions and focus on a task. 	<ul style="list-style-type: none"> Talk about what your child's distractions are and the fact that everyone experiences distraction differently. <p>Learning to learn:</p> <ul style="list-style-type: none"> Give your child opportunities to make decisions. Choose a toy, a place to eat out, a meal for dinner, or a show to watch. Have your child tell you directions for a task he or she is about to do. Talk about why your child needs to do "it" this way.

*Also see:

Washington State K-12 State K-12 Health and Fitness Learning Standards <http://www.k12.wa.us/HealthFitness/Standards-GLEs/HealthFitnessStateStandards.pdf>

Harvard Center on the Developing Child, *Building the Brain's "Air Traffic Control System"*

http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp11/

Washington State K-12 Educational Technology Learning Standards, <http://www.k12.wa.us/EdTech/Standards/default.aspx>

Strengthening Families Washington, <http://www.ccf.wa.gov/sfce/home.htm>

(2) Building relationships

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Social behavior:</p> <ul style="list-style-type: none"> Learn how to show consideration and respect for others. Show compassion. <p>Problem solving, conflict resolution:</p> <ul style="list-style-type: none"> Listen to others and understand their perspectives. Work in a group and show the basic elements of socially responsible conflict resolution. 	<p>Social behavior:</p> <ul style="list-style-type: none"> Talk about the importance of showing consideration and respect for others. Include your child in volunteer or community service activities where appropriate. Visit a sick relative or friend and bring a gift (e.g., a drawing child has done). <p>Problem solving, conflict resolution:</p> <ul style="list-style-type: none"> Share how your family resolves conflict. Talk about how it feels when conflict is not resolved.

*Also see: Washington State K-12 Health and Fitness Learning Standards <http://www.k12.wa.us/HealthFitness/Standards.aspx>

(3) Touching, seeing, hearing and moving around

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Using the large muscles (gross motor skills):</p> <ul style="list-style-type: none"> • Be skillful in basic movement skills and have mature form in skills for moving from one place to another (locomotor). • Understand key elements of basic movement skills. 	<p>Using the large muscles (gross motor skills):</p> <ul style="list-style-type: none"> • Engage your child in 60 minutes of physical activity every day. • Practice leaping by taking off on one foot and landing on the opposite foot. • Practice combining movements hopping to jumping (e.g., one foot hop to two foot jump). • Using your feet, pass a soccer ball with your child and practice walking, jogging and kicking skills. • Have fun catching and tossing different objects such as scarves or bean bags. • Listen and dance to rhyming music. • Practice twisting while using a bat to strike a ball. • Have your child invent a new dance to a favorite song.

*For more information please see: Washington State K-12 Health and Fitness Learning Standards <http://www.k12.wa.us/HealthFitness/Standards.aspx>

(4) Growing up healthy

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Nutrition and health:</p> <ul style="list-style-type: none"> • Understand health-related fitness concepts and the benefits of physical activity. • Learn the basic structures and functions of human body systems. • Begin to understand the relationship between health behaviors and choices, and consequences, with a focus on preventing illness and disease. • Learn about the factors that influence health decisions. <p>Safety:</p> <ul style="list-style-type: none"> • Learn about the harmful effects of drugs. 	<p>Nutrition and health:</p> <ul style="list-style-type: none"> • Explain the benefits of taking time each day to be physically active. • Talk about the importance of eating a variety of healthy foods and how this can reduce health risks. • Read books with your child on a healthy heart. Practice taking your pulse and have your child take his/her pulse. • Draw a body on a card: use red yarn for oxygen and blue yarn for carbon dioxide showing the respiratory system. Tell your child the importance of exercise, fresh air and a healthy body. • Talk about ways to prevent the spread of colds and flu. • Share with your child that television commercials may stretch the truth to influence purchasing the product (e.g., children's

Child May . . .	Parents, Caregivers and Teachers May . . .
	<p>cereal may have a high sugar content).</p> <p>Safety:</p> <ul style="list-style-type: none"> • Talk about how drugs can be helpful and if misused can be harmful. • Talk about harmful effects of caffeine, alcohol and tobacco (e.g., chewing tobacco may cause cancer of the mouth). • Share with your child sources of caffeine (e.g., chocolate, energy drinks, coffee and tea). • Talk with your child about not touching their friend's cuts or open wounds.

*Also see: Washington State K-12 Health and Fitness Learning Standards <http://www.k12.wa.us/HealthFitness/Standards.aspx>

(5) Communicating

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Speaking and listening (language development):</p> <ul style="list-style-type: none"> • Develop active listening strategies and ability to sustain attention. • Show understanding of information heard by drawing conclusions and summarizing. • Know that language is adjusted based on audience, setting and purpose. • Show respect for others in choice of language and in nonverbal behavior. • Present ideas clearly in a variety of contexts. • Take part in conversations by linking his or her comments to the remarks of others, and asking and answering questions to gather additional information or deepen understanding of the topic. • Retell key information or ideas from media or books read aloud. 	<p>Speaking and listening (language development):</p> <ul style="list-style-type: none"> • Ask your librarian to suggest books about people or places that are important to your child or family that you can read together. Encourage your child to explain what he or she has just read. • Talk about how people in your life speak differently in different situations/places (at church, bank, family gathering, library, etc.) • Talk about how your family communicates non-verbally and how other families may do this differently. • Ask your child about activities your child is involved in, friends, favorite foods or television shows. Ask questions that help your child think about details. • Have your child give you information about books he or she has read, digital media, or television shows and movies he or she has watched.

*Also see:

Washington State K-10 Grade Level Expectations – Communication, <http://www.k12.wa.us/CurriculumInstruct/Communications/Standards/default.aspx>

Common Core State Standards for English Arts <http://www.k12.wa.us/Corestandards/default.aspx>
 Washington State K-12 World Languages Learning Standards <http://www.k12.wa.us/WorldLanguages/Standards/default.aspx>
 Washington State K-12 Educational Technology Learning Standards, <http://www.k12.wa.us/EdTech/Standards/default.aspx>
 PTA – Parents’ guide to Student Success – <http://pta.org/2ndGradeFeb4.pdf>

Child May . . .	Parents, Caregivers and Teachers May . . .
Reading (literacy): <ul style="list-style-type: none"> • Become fluent as a reader. • Apply strategies for understanding and vocabulary to a wide variety of fiction and nonfiction. • Show understanding by joining in discussions, writing responses and using evidence from readings to support ideas. • Enjoy reading for pleasure. • Pay close attention to details, including illustrations and graphics, in stories and books to answer who, what, where, when, why and how questions. • Determine the lesson or moral of stories, fables and folktales. • Use text features (e.g., captions, bold print, indexes) to locate key facts or information efficiently. • Determine the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy; pain/painful/painless). • Demonstrate evidence of reading comprehension. 	Reading (literacy): <ul style="list-style-type: none"> • Read at home every day and assist your child by reading every other paragraph. Encourage your child to read to younger siblings, cousins or other children you know. • Set aside a time each day for reading. Model reading by getting a book and reading too. • Watch movies that relate to books your child has read and talk about what you or the child likes or dislikes about each.

*Also see:

Washington State K-10 Grade Level Expectations – Reading, <http://www.k12.wa.us/Reading/Standards/default.aspx>
 Common Core State Standards for English Arts <http://www.k12.wa.us/Corestandards/default.aspx>
 PTA – Parents’ guide to Student Success – <http://pta.org/2ndGradeFeb4.pdf>

Child May . . .	Parents, Caregivers and Teachers May . . .
Writing: <ul style="list-style-type: none"> • Start writing with more detail and organization. Often include more than one event or description. 	Writing: <ul style="list-style-type: none"> • Ask your child to write a thank-you note, email, or letter to family members or friends.

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> Plan writing with purpose. Work toward accuracy and effectiveness through word choice. Vary sentence structure within a single piece of writing. Write in a variety of forms, including nonfiction, using proper writing conventions. Notice mistakes while rereading own writing and revise by adding details. Write an opinion about a book he or she has read, using important details from the materials to support that opinion. Write stories that include a short sequence of events and include a clear beginning, middle and end. Participate in shared research projects (e.g., read books on a single topic to produce a report). Produce, expand and rearrange sentences (e.g., “The boy watched the movie”; “The little boy watched the movie”; “The action movie was watched by the little boy”). 	<ul style="list-style-type: none"> Ask your child to write down a phone message. Talk with your child about story ideas and encourage the child to write. Talk with your child about the different kinds of writing (e.g., letters, books, magazines). Listen to your child read his/her story aloud to find out what words might be missing. Leave notes for your child (e.g., in his/her lunch box, school bag, around the house, etc.) and ask your child to leave notes for you.

*Also see:

Washington State K-10 Grade Level Expectations – Writing, <http://www.k12.wa.us/Reading/Standards/default.aspx>

Common Core State Standards for English Arts <http://www.k12.wa.us/Corestandards/default.aspx>

Washington State K-12 Educational Technology Learning Standards, <http://www.k12.wa.us/EdTech/Standards/default.aspx>

PTA – Parents’ guide to Student Success – <http://pta.org/2ndGradeFeb4.pdf>

(6) Learning about my world

Child May . . .	Parents, Caregivers and Teachers May . . .
Knowledge (cognition): <ul style="list-style-type: none"> Enjoy discovering how things work. Enjoy taking things apart. Show more interest in doing work very carefully. 	Knowledge (cognition): <ul style="list-style-type: none"> Have a special place where your child’s work can be displayed. Have a predictable daily routine. Do puzzles and play board games with your child.

Child May . . .	Parents, Caregivers and Teachers May . . .
Math: <ul style="list-style-type: none"> Solve challenging addition and subtraction word problems with 	Math: <ul style="list-style-type: none"> Develop good math habits by asking questions that take time

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>one or two steps. (A “one-step” problem would be: “Lucy has 23 fewer apples than Julie. Julie has 47 apples. How many apples does Lucy have?”)</p> <ul style="list-style-type: none"> Quickly and accurately add with a sum of 20 or less (e.g., $11 + 8$); quickly and accurately subtract from a number 20 or less (e.g., $16 - 9$); and know all sums and differences within 20 from memory by the end of the year. Understand what the digits mean in three-digit numbers (place value). Read, write, and compare numbers to 1000. Use understanding of place value to add and subtract three-digit numbers (e.g., $811 - 367$); add and subtract two-digit numbers quickly and accurately (e.g., $77 - 28$). Measure and estimate length in standard units. Recognize that the smaller the unit used, the more units needed. Solve addition and subtraction word problems involving length (e.g., “The pen is 2 cm longer than the pencil. If the pencil is 7 cm long, how long is the pen?”). Make predictions and answer questions about data. Tell time to the nearest five minutes on different types of clocks. 	<p>to answer and have the child explain his/her thinking.</p> <ul style="list-style-type: none"> Work to develop place value concepts by having children: <ul style="list-style-type: none"> Become fluent with the addition facts to 20 and related subtraction facts. Count by fives, tens, and hundreds and multiples of hundreds and tens. Compare numbers up to 1000 and explain why one number is larger or smaller than another. Use mental strategies to develop fluency with numbers. Practice adding and subtracting numbers within 100. Practice telling time to the nearest five minutes with your children. Look for “word problems” in real life. Some 2nd grade examples might include: <ul style="list-style-type: none"> When saving for a purchase, compare the cost of the item to the amount of money you have; then ask your child to determine how much more money he or she needs to buy the item. When measuring your child’s height, ask how many inches he or she has grown since the very first measurement. Asking questions around time. Estimate how long an object is and then measure it. Divide cookies or candy bars into halves, quarters, and thirds and ask how many parts make a whole. Play board games with your child.

*Also see:

Washington State K-8 Mathematics Learning Standards, <http://www.k12.wa.us/Mathematics/Standards.aspx>

Common Core State Standards for Mathematics, <http://www.k12.wa.us/Corestandards/default.aspx>

PTA – Parents’ guide to Student Success – <http://pta.org/2ndGradeFeb4.pdf>

Child May . . .	Parents, Caregivers and Teachers May . . .
Science: <ul style="list-style-type: none"> Expand investigation skills. Use prior knowledge to make predictions and find patterns based on careful observation. Classify and describe the characteristics of living and nonliving things. Look for patterns in the natural world. 	Science: <ul style="list-style-type: none"> Help your child predict what may happen to an object, plant or animal if one or more of its parts are removed (e.g., a tricycle cannot be ridden if its wheels are removed). With your child, use simple instruments (e.g., metric scales or balances, thermometers, and rulers) to observe and make measurements, and record and display data in a table, bar graph, line plot or pictograph. Talk about how well a selected tool solved a problem and discuss what might be done differently to solve a similar problem. Encourage your child to predict what will happen to: <ul style="list-style-type: none"> A small quantity of water left in an open container overnight. The same quantity of water left in a closed container overnight.

*Also see:

Washington State K-12 Science Learning Standards (2009), <http://www.k12.wa.us/Science/Standards.aspx>

Washington State K-12 Integrated Environmental and Sustainability Education Learning Standards, <http://www.k12.wa.us/EnvironmentSustainability/Standards/default.aspx>

Child May . . .	Parents, Caregivers and Teachers May . . .
Social Studies: <ul style="list-style-type: none"> Start to apply an understanding of civics, economics, geography and history to the local community and to others around the world. Learn how the local community works, and a variety of ways that communities organize themselves. Examine the geography and economy of the community. Compare to those of people long ago. 	Social Studies: <ul style="list-style-type: none"> Talk about a citizen's responsibility to obey the laws of the community. Explain why laws exist and why it's important to have laws to protect the citizens of a community (common good). Discuss why you set up the rules you have in your own house, and why others may have different rules in their homes. Explain how people affect the community's environment by making parks. Share maps with your child and help them create a map of the local community using a compass rose, labels and a key.

*Also see: Washington State K-12 Social Studies Learning Standards, <http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx>

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Arts:</p> <ul style="list-style-type: none"> • Explore a variety of art media, genres, styles and techniques. • Create and respond to multiple visual arts experiences that are meaningful in the child's life. • Develop visual thinking strategies. • Develop an awareness of cultures and environments through visual arts. • Use voice, body and instruments in games and activities. • Explore a variety of types, styles and genres of music, including traditional children's songs, nursery thymes, folk songs, partner songs, rounds, canons, classical music and world music. • Further develop singing and playing skills and techniques, while exploring the elements of music. • Use body shapes and movement to express basic relationships of position (prepositional relationships). • Practice movement skills (locomotor and non-locomotor) as movement phrases. • Create and perform simple dance phrases using ABA form. • Continue developing an understanding of story elements by joining in creative dramatics, storytelling and readers' theatre. • Perform informally to share developing skills in voice, movement and character development. • Show active listening and viewing skills while viewing performances, and describe the performance to others. 	<p>Arts:</p> <ul style="list-style-type: none"> • Watch live or recorded performances and help your child identify the elements of dance (space, time, and energy/force). • Encourage your child to perform a dance that communicates a given purpose. • Encourage using compliments to give feedback to peers, such as "I liked the powerful jumps at the end of your dance." • Help your child identify many small percussion and rhythm instruments by sight and sound. • Talk about age appropriate audience skills in a variety of presentations/performances. • Talk about the characters, plot and setting in a script or the performance of a play. • Encourage your child to use and produce horizontal, vertical, diagonal, curved, dotted, dashed and zigzag lines to create images, objects, pictures, textures, patterns and shapes. • Help your child create a repeating pattern by using paper that is cut, torn, or pre-cut to form geometric shapes (circle, square, triangle, oval, rectangle, rhombus, parallelogram and trapezoid) in a variety of colors and sizes. • Decorate cookies together with frosting to which drops of food coloring were added to create a range of three values.

*Also see: Washington State Grade Level Standards and Resources – The Arts, <http://www.k12.wa.us/Arts/Standards/default.aspx>

Differences in Development (What if . . . ?)

Every child grows and develops at his or her own rate. However, there may be some signs in your child's development that you'll want to check with a doctor, nurse, health department or your child's teacher.

If you have concerns about your child's learning or development, you may wish to request an evaluation. Support services may be available through your local school district.

Steps for Requesting an Evaluation

- A request for an evaluation to determine if your child qualifies to receive services **must be made in writing**. It is a good idea to direct your request both to a district staff member at the building level (school psychologist or special education teacher) and to your district's special education director at the administrative level. Keep a copy of your written request for your files.
- The school district will determine if an evaluation is needed, based on information you provide, existing classroom assessments, and observations by teachers or related service providers (speech therapist or occupational therapist). There is no cost for the evaluation.
- The evaluation will be conducted by qualified professionals such as a school psychologist, speech therapist or special education teacher. The evaluation should include all area(s) of suspected disability. You will be asked to share information about your child's development, health and medical history.
- Following the evaluation, a meeting will be scheduled with you to discuss the evaluation results and determine if your child is eligible for special education services.

For more information: Visit the special education webpage of the Office of Superintendent of Public Instruction website at <http://www.k12.wa.us/SpecialEd/Families/default.aspx>. This website contains information for families on a wide range of special education topics. For information on local services for families, see <http://www.parenthelp123.org>.

3rd Grade (usually 8 years)

WHAT YOU'LL FIND HERE

Under “Child May . . .” below are examples of things that children this age are learning to be, do and know. Under “Parents, Caregivers and Teachers May . . .” are examples of things that adults can do to help children learn and develop in healthy ways. In your culture, you may promote these skills in other ways. The Washington State K-12 Learning Standards for all subjects, including the recently adopted Common Core Standards for English Language Arts and Mathematics, continue to be the core for instruction that children receive in their classrooms.

These Guidelines offer a resource to help parents, caregivers and teachers support and enhance children’s development and learning. They are not an exhaustive guide to child development, an assessment tool, a curriculum or a tool to collect data on children in Washington. The hope is that the Guidelines will offer useful information and encourage sharing among everyone who loves, cares for and educates children.

(1) About me and my family and culture

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Family and culture:</p> <ul style="list-style-type: none"> Write a story about himself/herself in the context of the child’s family, culture and environment. <p>Self management (executive functioning):</p> <ul style="list-style-type: none"> Know and use strategies to deal with different emotions, such as using self-control when angry. Understand that unhealthy attitudes can lead to bullying. Understand how the human body reacts to stress, and explain steps to manage stress. 	<p>Family and culture:</p> <ul style="list-style-type: none"> Encourage your child to write a personal narrative or write in a journal and his/her daily life. Encourage your child to take part in family traditions and in community celebrations. Explore a variety of community events, listen to music from many cultures, or experience an online virtual tour. <p>Self management (executive functioning):</p> <ul style="list-style-type: none"> Help your child develop strategies for coping with strong

Child May . . .	Parents, Caregivers and Teachers May . . .
	<p>emotions (e.g., journaling, reading, talking or playing).</p> <ul style="list-style-type: none"> • Show support and provide guidance as your child works through a problem situation and explores possible solutions. • Encourage your child to identify stress, create strategies to resolve the problem and ask for help. • Encourage your child to use physical activity as a positive means to manage with stress (e.g., raking the leaves, bouncing a ball, jogging in place). • Help your child to understand that anger, sadness and excitement are examples of emotional health. • Share ways to be personally responsible for practicing healthy habits (e.g., seek out and surround self with strong, positive friendships).

*Also see:

Washington State K-12 Health and Fitness Learning Standards <http://www.k12.wa.us/HealthFitness/Standards-GLEs/HealthFitnessStateStandards.pdf>

Washington State K-12 Educational Technology Learning Standards, <http://www.k12.wa.us/EdTech/Standards/default.aspx>

Strengthening Families Washington, <http://www.ccf.wa.gov/sfece/home.htm>

(2) Building relationships

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Interactions with peers:</p> <ul style="list-style-type: none"> • Work cooperatively with peers in small and large group activities. Understand there are differences in skill and ability among peers. • Work independently and in a group. <p>Social behavior:</p> <ul style="list-style-type: none"> • Understand respectful ways to communicate with others and respect personal space. • Help friends make responsible decisions. <p>Problem solving, conflict resolution:</p> <ul style="list-style-type: none"> • Know and apply steps for resolving conflict. 	<p>Interactions with peers:</p> <ul style="list-style-type: none"> • Talk about what your child feels he or she does well and what he or she would like to do better. • Give child opportunities to practice working alone on a task, with someone else, or with a group. <p>Social behavior:</p> <ul style="list-style-type: none"> • Share examples of how friends can help each other make responsible decisions (e.g., discourage a friend to cheat on homework). <p>Problem solving, conflict resolution:</p> <ul style="list-style-type: none"> • Talk about using respectful communication (e.g., use appropriate words and respects others space).

Child May . . .	Parents, Caregivers and Teachers May . . .
	<ul style="list-style-type: none"> • Role-play the steps for conflict resolution: clarify, choice, consequences and choose. <ol style="list-style-type: none"> 1. Clarify State the problem: "You're cheating." 2. Choice: "I'm not going to cheat." 3. Consequence: "You'll fail the test." 4. Choose: "Let's meet at my house so we can study together."

*Also see:

Washington State K-12 Health and Fitness Learning Standards <http://www.k12.wa.us/HealthFitness/Standards-GLEs/HealthFitnessStateStandards.pdf>

Washington State K-10 Grade Level Expectations – Communication, <http://www.k12.wa.us/CurriculumInstruct/Communications/Standards/default.aspx>

(3) Touching, seeing, hearing and moving around

Child May . . .	Parents, Caregivers and Teachers May . . .
<p><i>Using the large muscles (gross motor skills) and small muscles(fine motor skills):</i></p> <ul style="list-style-type: none"> • Show mature form in basic movement (locomotor) skills and in skills with the hands (manipulative skills). Keep up this form while participating in fast-moving games. • Refine, vary and combine skills in complex situations. • Begin to learn game strategies, rules and etiquette. 	<p><i>Using the large muscles (gross motor skills) and small muscles(fine motor skills):</i></p> <ul style="list-style-type: none"> • Engage your child in 60 minutes of physical activity every day. • Continue to encourage your child to be physically active and talk about the benefits of being physically active. • Encourage your child to use a hop, skip and jump to form the triple jump. • Play a modified game of soccer to practice walking, running, bending and kicking to punt the ball. • Explain the rules of sport games, strategies of offense and defense, and etiquette while participating in games. • Role model proper use of equipment (such as a bike or jump rope) and where to return equipment for safety reasons.

*Also see:

Washington State K-12 Health and Fitness Learning Standards <http://www.k12.wa.us/HealthFitness/Standards-GLEs/HealthFitnessStateStandards.pdf>

(4) Growing up healthy

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Nutrition and health:</p> <ul style="list-style-type: none"> • Develop fitness knowledge. Relate regular physical activity to health benefits. • Learn how health habits impact growth and development. • Compare and contrast healthy and unhealthy practices. • Learn about body systems, and growth and development. • Start to understand the relationship between health and the environment. • Start to take responsibility for making healthy life choices. <p>Safety:</p> <ul style="list-style-type: none"> • Know and use ways to stay safe from strangers. • Know appropriate responses to harassment, bullying, intimidation and abuse. 	<p>Nutrition and health:</p> <ul style="list-style-type: none"> • Read books about health and nutrition with your child. • Encourage your child to choose water over soda. • Tell your child the difference between muscular strength (playing on the monkey bars) and flexibility (reaching to put a soup can on the bottom shelf). Explain the importance of each. • Share information about the importance of keeping active. For example, see the activities suggested for Let's Move, www.letsmove.gov. • Allow your child to be the chef when creating healthy snacks from fruits and vegetables (e.g., smoothies, fruit leathers, and vegetable characters). • Explain the nutrients of each food group and the relationship between caloric intake and expenditure (e.g., eating healthy foods will result in more energy to play longer). • Encourage your child to read food labels about calories and nutrients. • Go food shopping together to teach about food and nutrition. Let your child select healthy choices for meals. • Enforce positive behavior by rewarding with attention and not food. Choose not to offer sweets as rewards, instead celebrate with praise and excitement. <p>Safety:</p> <ul style="list-style-type: none"> • Explain the importance of using a secure password to protect the privacy of information.

*Also see:

Washington State K-12 Health and Fitness Learning Standards <http://www.k12.wa.us/HealthFitness/Standards-GLEs/HealthFitnessStateStandards.pdf>

Washington State K-12 Educational Technology Learning Standards, <http://www.k12.wa.us/EdTech/Standards/default.aspx>

(5) Communicating

Child May . . .	Parents, Caregivers and Teachers May . . .
<i>Speaking and listening (language development):</i> <ul style="list-style-type: none"> • Use listening skills and strategies to interpret more complex information heard. • Show comprehension and analysis by using evidence and details to support ideas. • Know when to adjust language to suit circumstances, and choose language and behavior that is respectful of others. • Extend ideas, elaborate on information in a conversation and seek clarification when needed. • Ask and answer questions about information he or she hears from a speaker or while participating in classroom discussions, offering appropriate elaboration and detail that build on what others have said. 	<i>Speaking and listening (language development):</i> <ul style="list-style-type: none"> • Start a family vocabulary box or jar. Have everyone write down new words, add them to the box and use the words in conversation. • Seek opportunities to engage your child in conversations on a variety of topics.

*Also see:

Washington State K-10 Grade Level Expectations – Communication, <http://www.k12.wa.us/CurriculumInstruct/Communications/Standards/default.aspx>

Common Core State Standards for English Arts <http://www.k12.wa.us/Corestandards/default.aspx>

Washington State K-12 World Languages Learning Standards <http://www.k12.wa.us/WorldLanguages/Standards/default.aspx>

PTA – Parents' guide to Student Success – <http://pta.org/3rdGradeFeb4.pdf>

Child May . . .	Parents, Caregivers and Teachers May . . .
<i>Reading (literacy):</i> <ul style="list-style-type: none"> • Choose and combine skills to read fluently with meaning and purpose. • Apply strategies for understanding and vocabulary to a wider variety of fiction and nonfiction. • Show understanding by joining in discussions, writing responses, using evidence from readings to support ideas. • Read for pleasure and choose books based on personal preference, topic or author. • Read closely to find main ideas and supporting details in a story. • Describe the logical connection between particular sentences 	<i>Reading (literacy):</i> <ul style="list-style-type: none"> • Make reading for fun a part of your child's daily routine. Set aside quiet time, with no distractions, when your child can read for pleasure. • Encourage your child to read stories and poems aloud fluently, without pausing to figure out what each word means. • Ask your child about something he or she has read and ask about details that would support the main idea. • Ask your child about his/her point of view and how it might be the same or different from an author's point of view. • Encourage your child to tell you about the characteristics of characters in a story.

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>and paragraphs in stories (e.g., first, second, third; cause and effect).</p> <ul style="list-style-type: none"> • Compare the most important points and key details presented in two books on the same topic. • Read stories and poems aloud fluently, without pausing to figure out what each word means. • Distinguish the literal and nonliteral meanings of words, such as “something’s fishy” and “cold shoulder.” • Understand a variety of functional documents. 	

*Also see:

Washington State K-10 Grade Level Expectations – Reading, <http://www.k12.wa.us/Reading/Standards/default.aspx>

Common Core State Standards for English Arts <http://www.k12.wa.us/Corestandards/default.aspx>

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Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Writing:</p> <ul style="list-style-type: none"> • Write longer pieces, especially narratives. • Put ideas in a time and place. Develop characters through details and dialogue. • Organize writing around a central idea. Flesh it out using complete sentences. • Often divide written pieces with paragraphs or chapters. • Often gather information as part of the planning process. • Become more selective about vocabulary, especially when writing informational pieces. • Listen when peers read their writing, and offer feedback. • Start to consider suggestions from others about own writing. • Write opinions or explanations that group related information and develop topics with facts and details. • Write stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts and feelings of characters. 	<p>Writing:</p> <ul style="list-style-type: none"> • Encourage your child to write stories. Share ways to expand on the stories. Encourage the child to add more detail. • Encourage your child to bring paper or a notebook on family outings and write about what he or she notices or wonders about. • Make a game out of giving directions: blindfold yourself and then ask your child to give you the directions to complete a task (e.g., making a peanut butter sandwich, tying shoes, etc.). • Create story puzzles by writing or typing out a short story, line by line, and having your child put the story together in an order that makes sense. • Have your child create a to-do list. Have him/her turn it into a checklist to encourage self-monitoring. • Encourage your child to create a food journal by sorting healthy foods into food groups. • Encourage your child to create a fitness log to record his/her physical activities for the month.

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> Independently conduct short research projects that build knowledge about various topics. Spell correctly and consult dictionaries to clarify meanings of words. 	

*Also see:

Washington State K-10 Grade Level Expectations – Writing, <http://www.k12.wa.us/Writing/Standards.aspx>

Common Core State Standards for English Arts <http://www.k12.wa.us/Corestandards/default.aspx>

Washington State K-12 Health and Fitness Learning Standards located at: <http://www.k12.wa.us/HealthFitness/Standards.aspx>

Washington State K-12 Educational Technology Learning Standards, <http://www.k12.wa.us/EdTech/Standards/default.aspx>

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(6) Learning about my world

Child May . . .	Parents, Caregivers and Teachers May . . .
Knowledge (cognition): <ul style="list-style-type: none"> Search for something in various places, remember where it was found, then explore other locations. Work quickly and be very industrious. Work at an activity and socialize at the same time. Enjoy group activities. 	Knowledge (cognition): <ul style="list-style-type: none"> Play games involving memory with your child. Listen to your child’s ideas and thoughts. Work on a project with your child.

*Also see: Harvard Center on the Developing Child, *Building the Brain’s “Air Traffic Control System”*

http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp11/

Child May . . .	Parents, Caregivers and Teachers May . . .
Math: <ul style="list-style-type: none"> Multiply and divide up to 10×10 quickly and accurately, including knowing the times tables from memory. Develop understanding of multiplication and division through activities and problems involving equal-sized groups, arrays and area models. Solve word problems using addition, subtraction, multiplication, and division and determine the reasonableness of the answer. 	Math: <ul style="list-style-type: none"> Develop good math habits by asking questions that take time to answer and have the child explain his/her thinking. Develop fluency in the child for multiplication and division facts within 100. Create word problems that ask the child to solve problems that use addition, subtraction, multiplication and/or division, such as: <ul style="list-style-type: none"> Noticing those everyday occasions when you find

Child May . . .	Parents, Caregivers and Teachers May . . .
<ul style="list-style-type: none"> • Begin to multiply numbers with more than one digit (e.g., multiplying 9×80). • Understand fractions and relate them to the familiar system of whole numbers (e.g., recognizing that $\frac{3}{1}$ and 3 are the same number). • Develop an understanding fractions, beginning with unit fractions (e.g. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$). • Understand that the size of a fractional part is related to the size of the whole. • Compare fractions by using strategies based on equal numerators or equal denominators. • Find the areas of shapes, and relate area to multiplication (e.g., why is the number of square feet for a 9-foot by 7-foot room given by the product 9×7?). • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Represent and interpret data. 	<p>yourself using your times tables — such as to determine how many days there are in four weeks. Ask your child for the answer.</p> <ul style="list-style-type: none"> • Provide opportunities for the child to work with fractional parts of household objects including: <ul style="list-style-type: none"> ○ Measuring amounts for cooking. ○ Comparing halves of items (e.g. half a pie and half a pizza) and asking which is more and why? ○ Comparing the size of different fractions of the same whole (e.g., $\frac{1}{2}$ of a candy bar and a $\frac{1}{4}$ of a candy bar). • Point out examples of squares covering a surface, such as with tiles in kitchens or bathrooms, to reinforce area concepts. • Point out examples of perimeter in the house (e.g., frame of windows and pictures, and fences in yards) and measure and calculate some. • Have child determine how long events are by giving starting and finishing times. • Look at graphs in magazines and ask questions about them.

*Also see:

Washington State K-8 Mathematics Learning Standards, <http://www.k12.wa.us/Mathematics/Standards.aspx>

Common Core State Standards for Mathematics, <http://www.k12.wa.us/Corestandards/default.aspx>

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Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Science:</p> <ul style="list-style-type: none"> • Explore more complex systems and draw conclusions about observations. • Start to understand systems. Identify individual parts and how they work together. Act on one part and look for a change in the system. 	<p>Science:</p> <ul style="list-style-type: none"> • Help your child understand why the parts in a system need to be connected in a specific way for the system to function as a whole (e.g., batteries must be inserted correctly in a flashlight if it is to produce light). • With your child, identify ways that similar parts can play different roles in different systems (e.g., some birds may use their beaks to crack seeds while other birds use their beaks to catch fish). • With your child measure and compare the distances moved by an

Child May . . .	Parents, Caregivers and Teachers May . . .
	<p>object (e.g., a toy car) when given a small push and when given a big push.</p> <ul style="list-style-type: none"> • With your child, sort objects by their functions, shapes and the materials they are composed of. • Have fun with shadows: <ul style="list-style-type: none"> ○ Mark the position of shadows cast by a stick over the course of a few hours, and infer how the sun has moved during that time. ○ Observe that the length of shadows is shortest at about noon, and infer that this is because the sun is highest in the sky (but not directly overhead) at about that time. ○ Explain how shadows could be used to tell the time of day. • As a family, measure and record changes in weather (e.g., inches of rain using a rain gauge, depth of snow using a ruler, and temperature using a thermometer).

*Also see:

Washington State K-12 Science Learning Standards (2009), <http://www.k12.wa.us/Science/Standards.aspx>

Washington State K-12 Integrated Environmental and Sustainability Education Learning Standards, <http://www.k12.wa.us/EnvironmentSustainability/Standards/default.aspx>

Child May . . .	Parents, Caregivers and Teachers May . . .
<p><i>Social Studies:</i></p> <ul style="list-style-type: none"> • Explore more complex concepts and ideas from civics, economics, geography and history. • Study the varied backgrounds of people living in Washington and in the rest of the United States, including the study of American Indians. • Examine how cultures from the past and in the present have had an impact on shaping today's society. • Look at issues and events from more than one perspective. 	<p><i>Social Studies:</i></p> <ul style="list-style-type: none"> • Talk about the benefits of diversity for a community, including the increased range of viewpoints, ideas, customs and choices available. • Explore the physical geography, including landforms and climate, of Mexico, Canada and the United States. • Examine the unique cultural characteristics of regions, including language, food, customs, religion, stories, music and art. • Investigate the variety of ways that people in North America use language to communicate, including spoken, written, sign

Child May . . .	Parents, Caregivers and Teachers May . . .
	<p>and body language in the past or present.</p> <ul style="list-style-type: none"> Identify the contributions that American Indians and people from Mexico, Canada, or other countries have made to art, food, music, literature and sports in your community.

*Also see:

Washington State K-12 Social Studies Learning Standards, <http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx>

Child May . . .	Parents, Caregivers and Teachers May . . .
<p>Arts:</p> <ul style="list-style-type: none"> Build on understanding of the elements of art and principles of design to create artworks. Use a variety of media, genres, styles and techniques. Use established guidelines to reflect on and explain own artwork to others. Develop visual thinking strategies. Create and respond to art and make connections across disciplines, cultures, place and time. Develop the musical skills and techniques needed to identify and explore the elements of music. Show balance through concentration and muscle control. Focus to create and perform movement. Perform movement (locomotor and nonlocomotor) skills with flow and continuity. Create and perform movement sequences, including the use of poetry forms. Join in creative dramatics, storytelling, readers' theatre or a scripted performance for an audience. Continue developing skills in voice, movement, character development and improvisation. Identify independently the characters, plot, setting and conflict in a story or script. 	<p>Arts:</p> <ul style="list-style-type: none"> Practice together the ability to skip, hop, and jump forward, backward and sideways. Together perform movements with sharp, smooth, swiny and shaky qualities. Together identify the beginning, middle and end of compositions of dance and music. Sing together and match pitches when singing simple songs, such as nursery rhymes, rounds, canons, traditional, patriotic, partner songs and world language songs. Have fun singing songs in unison and harmony, such as rounds, partner songs and canons. Explore together how theatre communicates for a specific purpose to a specific audience. Have your child use fingers, combs, utensils and other small tools to create texture on clay surfaces. Experiment together using the crayon-resist technique to create a cityscape under a nighttime sky, and include objects in the background, middle ground and foreground.

*Also see: Washington State Grade Level Standards and Resources – The Arts, <http://www.k12.wa.us/Arts/Standards/default.aspx>

Differences in Development (What if . . . ?)

Every child grows and develops at his or her own rate. However, there may be some signs in your child's development that you'll want to check with a doctor, nurse, health department or your child's teacher.

If you have concerns about your child's learning or development, you may wish to request an evaluation. Support services may be available through your local school district.

Steps for Requesting an Evaluation

- A request for an evaluation to determine if your child qualifies to receive services **must be made in writing**. It is a good idea to direct your request both to a district staff member at the building level (school psychologist or special education teacher) and to your district's special education director at the administrative level. Keep a copy of your written request for your files.
- The school district will determine if an evaluation is needed, based on information you provide, existing classroom assessments, and observations by teachers or related service providers (speech therapist or occupational therapist). There is no cost for the evaluation.
- The evaluation will be conducted by qualified professionals such as a school psychologist, speech therapist or special education teacher. The evaluation should include all area(s) of suspected disability. You will be asked to share information about your child's development, health and medical history.
- Following the evaluation, a meeting will be scheduled with you to discuss the evaluation results and determine if your child is eligible for special education services.

For more information: Visit the special education webpage of the Office of Superintendent of Public Instruction website at <http://www.k12.wa.us/SpecialEd/Families/default.aspx>. This website contains information for families on a wide range of special education topics. For information on local services for families, see <http://www.parenthelp123.org>.

Glossary

Caregiver: In these Guidelines, “caregiver” includes anyone who takes care of a child on a regular basis who is not the parent or in a parental role. This may include child care providers, nannies, school-age program professionals, family members, friends and neighbors, and may be paid or unpaid.

Cognition: The act or process of knowing, including awareness, judgment, logic and reasoning. In some work on early learning, the area of cognition also includes mathematics, science, social studies, community and culture, and creative arts. In these Guidelines, these areas are listed separately, along with cognition, under the heading of Learning About My World.

Culture: The unique collection of beliefs, practices, traditions, valued competencies, world views and histories that characterize a group of people. Culture is expressed in patterns of language, behavior, customs, attitudes and practices. Members of a group absorb cultural knowledge by observing their elders and participating in activities of the group. Individuals and families may self-identify as part of a particular culture but may not follow all the practices and beliefs of that culture.

Development: The process in which a child gains skills in such areas as social, emotional, cognitive, speech, physical growth, and motor skills.

Dramatic play: Engaging in pretend play or acting out a scene.

Dual language learners: Children who are learning two or more languages at the same time. This term includes children who learn two or more languages from birth, and children who are still mastering their home language when they are introduced to and start learning a second language. This term includes several other terms: bilingual, English language learners (ELL), limited English proficient (LEP), and tribal language learners.

Early intervention: Programs or services designed to meet the developmental needs of infants and toddlers (birth to age 3) and their families.

Empathy: The capacity to experience the same emotion that someone else is experiencing.

Family: In these Guidelines, children’s immediate family (parents, siblings) *and* extended families (grandparents, aunts, uncles, cousins, etc.).

Fine motor skills: The skill and ability to use the smaller muscles in the arms, hands and fingers. Examples include cutting with scissors, writing, painting, buttoning, molding clay, stirring, stacking blocks, using tools, using a pinching motion, etc.

Gross motor skills: The skill and ability in moving and controlling large muscles to move the entire body or large portions the body. Examples include rolling over, walking, running, jumping and throwing a ball.

Home language: The language a child acquires first in life or identifies with as a member of an ethnic group. It is sometimes called the first, native or primary language of the child.

Literacy: The ability to read and understand written or printed materials and symbols, write, communicate and comprehend. These Guidelines also use “literacy” to refer to skills and behaviors that lead toward being able to read, such as awareness of print and understanding that it has meaning, matching rhyming words, turning book pages one at a time, and recognizing signs and symbols and their meanings.

Locomotor skills: The skill and ability to move from one place to another, such as in walking or dancing. In dance, the space in which this motion takes place is called “general space.” Includes the ability to learn from movement itself.

Non-locomotor skills: The skill and ability to move while staying in one place, such as bending and twisting. In dance, the space in which this motion takes place is called “self-space.” Includes the ability to learn from movement itself.

Parent: In these Guidelines, “parent” includes anyone in a parent role with a child: mother, father, foster parents, adoptive parents, grandparents and other relatives who are responsible for raising a child, and guardians.

Self management (executive function): The set of mental processes that control other abilities and behaviors. People use these processes to start and stop actions, change their behavior as needed, plan future actions, organize, strategize, pay attention to and remember details, and manage time.

processes and skills involved in regulating one’s own thoughts, emotions and behavior.

Sensorimotor skills: The ability to use the senses (sight, hearing, smell, taste and touch) alone or in combination to guide motions. For example, an important sensorimotor skill is eye-hand coordination.

Teacher: In these Guidelines, “teacher” includes anyone paid to teach children, whether in a child care center, child care home, preschool, kindergarten, 1st, 2nd or 3rd grade classroom, after school setting, or special education setting.

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Information Resources

CHILD HEALTH AND DEVELOPMENT

Family Health Hotline, 1-800-322-2588

Call to learn about typical child development and what to do if you have concerns about your child. The staff can connect families with their local early intervention program. Also see the web site of the Early Support for Infants and Toddlers (ESIT) program, <http://www.del.wa.gov/development/esit/Default.aspx>

Birth to Six Growth and Development chart

This chart offers a quick, organized way of helping to recognize possible problem areas in a child's vision, hearing, and development. It can help parents, caregivers and teachers recognize areas that deserve a second look by a professional who can do further screening and evaluation. See http://www.del.wa.gov/publications/esit/docs/PrescreenChart_English.pdf

CHILD Profile

The “Watch & Help Me Grow” brochures show what children are learning at different ages from birth to 5 years, and ways adults can support that learning. The brochures are part of CHILD Profile mailings sent periodically to every family with a child under age 6 years who was born in Washington. The mailings also include information on health topics and immunizations. To get on the mailing list or download the brochures, see <http://www.doh.wa.gov/cfh/childprofile/>, or call the Family Health Hotline at 1-800-322-2588.

Learn the Signs. Act Early.

Web site and publications of the national Centers for Disease Control and Prevention. Help parents follow their child's development and learn signs that a parent may want a health care provider to review. See <http://www.cdc.gov/ncbddd/actearly/milestones/index.html> or call 1-800-CDC-INFO.

INFORMATION FOR FAMILIES

Department of Early Learning

The department's web site offers information for parents and families on child development, child care, school readiness, and a variety of services in Washington. See <http://www.del.wa.gov/parents-family/>

Office of Education Ombudsman

Resolves complaints, disputes, and problems between families and elementary and secondary public schools in all areas that affect student learning. Offers information for parents about getting involved in children's learning and in the schools. See <http://www.governor.wa.gov/oeo/>

Love Talk Play

An information program from Thrive by Five Washington for parents of children birth to age 3. Offers easy-to-use tips on three key things all parents can and need to be doing with their children every day: love, talk and play. See <http://www.lovetalkplay.org/index.html>

Parent Help 1 2 3

Online service of the nonprofit, WithinReach, that provides information on healthy pregnancy, parenting babies, child development, children with special health care needs, immunizations and family health.

The web site also helps families apply for state-sponsored health insurance and food stamps. It includes a “resource finder” to search for community services by city or zip code. See

<http://www.parenthelp123.org/>

Parent Trust for Washington’s Children, and Family Helpline: 1-800-932-HOPE (4673)

Connects parents to free and low-cost classes, workshops and coaching. See

<http://www.parenttrust.org/>

WithinReach

One call to any of WithinReach’s five toll-free hotlines gives families access to health and food resources. Specialists can help families access services in any language using interpreter services.

Bilingual specialists are available to help Spanish speaking families.

- Family Health Hotline 1-800-322-2588
- Apple Health for Kids Hotline 1-877-543-7669
- Family Planning/Take Charge Hotline 1-800-770-4334
- Family Food Hotline 1-888-4-FOOD-WA

Washington Information Network 211 (WIN 211)

A comprehensive database of health and human services in Washington. Fast way to find assistance with such needs as rent/mortgage payments, in-home care services, low-cost mental health or chemical dependency counseling or legal aid. Call 2-1-1 from anywhere in Washington, or see

<http://www.win211.org/>

Strengthening Families Washington

Offers resources and support for parents, caregivers and others who work with children to help them ensure that children receive the best support in life. Works to engage parents, build social networks and promote parent leadership to help create a culture of mutual support and weave a strong web of protective factors around the children and families in their care. See

<http://www.ccf.wa.gov/sfece/home.htm>

Zero to Three

This national nonprofit works to promote the health and development of infants and toddlers. Their materials for parents and caregivers answer many common questions about behavior, development and early education. They also provide information on child maltreatment and trauma. See

<http://www.zerotothree.org/>

Partnerships for Action Voices for Empowerment (PAVE)

Provides information, training and support for individuals with disabilities, parents and professionals.

Offers workshops, materials, and information about local services and support groups. See

<http://www.wapave.org/>

INFORMATION FOR CAREGIVERS AND TEACHERS

Office of Superintendent of Public Instruction

The Early Learning (birth through third grade) section of the OSPI web site has information about alignment, the Starting Strong Institute, full-day kindergarten, the WaKIDS pilot and other topics. See <http://www.k12.wa.us/EarlyLearning/default.aspx> OSPI's web site also includes the state learning standards by subject and grade level. See http://www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx

Department of Early Learning

The department's web site offers information for early learning providers and educators on licensing, child care subsidies, professional development and related topics. See <http://www.del.wa.gov/providers-educators/>

Washington State Core Competencies

Describe what early care and education professionals (serving ages 0 – 5 years), and child and youth development professionals (serving ages 5 – 18 years) need to know and be able to do to provide quality care, education and development. See Washington State Department of Early Learning, *Core Competencies for Early Care and Education Professionals* at <http://www.del.wa.gov/partnerships/development/core.aspx> and School's Out Washington, *Core Competencies for Child and Youth Development Professionals* at <http://www.del.wa.gov/partnerships/development/core.aspx>

Head Start Child Development and Early Learning Framework

Provides Head Start and other early childhood programs with a description of the building blocks of a child's development (ages 3 to 5 years) that are important for school readiness and long-term success. See http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework.pdf

Early Learning Knowledge Center

A service of the federal Office of Head Start, with information on Head Start, Early Head Start, family and community partnerships, and quality teaching and learning. See <http://eclkc.ohs.acf.hhs.gov/hslc>

National Association for the Education of Young Children (NAEYC)

Offers a wide range of information, materials and training for early learning professionals. See <http://www.naeyc.org/>

Examples of Materials To Help Your Child Play and Learn

Young Infants (Birth – 11 Months)

- Soft toys, blankets
- Bath toys
- Nesting cups, stackable rings, small boxes or plastic containers of various sizes and shapes
- Plastic container with handle to use as a carrying container
- Things to play with that you might have around the house that have a variety of shapes, colors, textures, sounds and smells
- Different sizes of cardboard boxes to climb into, or put things in, or nest, or stack
- A basket or floor-height cupboard with items such as small plastic bowls, measuring cups, pans with lids, wooden spoons, plastic containers with lids, empty spools, etc.
- Rattle, bell, drum or other safe objects to shake or bang
- Blocks or magnets with letters and numbers
- Mobiles, balls
- Stuffed animals, dolls
- Crayons, markers, paint, play dough, clay
- Cloth, board and plastic books
- Books about animals, sounds, nature, shapes and colors, numbers and counting, people from various cultures
- Pictures, photos

Older Infants (9 – 18 Months)

Above, plus:

- Songs, rhymes, poems
- Finger paints or shaving cream
- Bucket or other carrying container
- Toy telephone
- Alphabet, picture and story books

Toddlers (16 – 36 Months)

Above, plus:

- Music for movement, games and dancing
- Dress-up clothes, hats, dolls, stuffed animals, or other props for pretend play
- Soft puppets
- Large balls and bean bags to toss
- Large beads to string and yarn
- Alphabet blocks or cookie cutters
- Blocks, Lego bricks
- Plastic or metal measuring cups

- Stories, poems, songs about a variety of people, places, families, workers
- Photos of the child and the family

Ages 3 to 4 Years

Above, plus:

- Items to sort by shape and color
- Rhythm instruments using household items: pots and wooden spoons for drums, blocks to clap together, beans in a sealed jar to shake, tin can with lid for a drum, etc.
- Materials to explore and use, such as blocks, cups, small boxes, sand, clay, yarn, cloth
- Puzzles with up to five pieces
- Pictures and stories about families, different cultural themes

Ages 4 to 5 Years

Above, plus:

- Materials with different textures – such as wet clay, dry sand, smooth cloth, rough sandpaper, etc.
- Containers of different sizes with different kinds of lids and latches
- Items of different shape, size and color to sort (such as blocks, plastic cups, balls, etc.)
- Jump rope, hoop to roll or jump through
- Chopsticks, tweezers, tongs, turkey baster
- Blunt scissors
- Pictures cut out of magazines, glue stick and large sheets of paper to fold into books
- Yarn or shoelaces to tie or lacing cards
- Card or board games that use counting
- Magnifying glass, ruler, measuring cups, measuring spoons
- Jigsaw puzzles with up to 10 pieces
- Picture books, story books, poetry books, magazines
- Activities that require following clear directions, such as cooking or simple science experiments

Age 5/ Kindergarten

Above, plus:

- Stories about people working together to solve problems
- Jump rope
- Paper and pencil for writing
- Magazines, newspapers or other printed materials with pictures to cut out, scissors, paste or glue stick, sheets of paper to staple or fold together into a “book”
- Items from nature: leaves, stones, flower petals, etc.
- Different shapes cut out of heavy paper or cookie cutters in various shapes
- Playing cards
- Sock puppets, finger puppets

- Balloons
- Materials to create art work, such as crayons, paper, fabric, yarn, dried pasta, paste, etc.

1st Grade

Above, plus:

- Maps of the local area

2nd Grade

Above, plus:

- Heavy paper to make note cards (for writing a thank-you note, birthday greeting, etc.) and envelopes
- Ruler, thermometer, scales

3rd Grade

Above, plus:

- Small notebook for a fitness log, food journal or weather log
- Maps of the world and of countries of interest

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Facilitators: Victor Cary and Lisa Lasky (National Equity Project), John Howell (Cedar River Group), Trang Tu (Trang Tu Consulting)

Reviewers/Contributors: Betty Emarita (Edge Consulting), Erika Feldman (Univ. of Washington), Gail Joseph (Univ. of Washington), Susan Sandall (Univ. of Washington)

Quotations: Kathy Franklin (parent), Sabrina Fields (Denise Louie Education Center), Rebecca Kreth (Puget Sound Educational Service District), Marge Johnson (National Association of Child Care Resource and Referral), Paula Steinke (Child Care Resources), [add as we get them]

Editor: Rhonda Peterson (Cedar River Group)

Staff: Kaelyn Bristol and Jennifer Jennings-Shaffer (HSSCO-DEL)

Please Comment

The Washington State *Early Learning and Development Guidelines* is a revision of the *Early Learning and Development Benchmarks*, published in 2005. The Department of Early Learning (DEL), Office of Superintendent of Public Instruction (OSPI) and Thrive by Five Washington expect to review and consider revising the *Guidelines* again in five years.

[Note: This page of the Guidelines will have a comment form for ongoing public comments after the Guidelines are released. To comment on this draft version of the Guidelines, please see the DEL web site at <http://www.del.wa.gov/development/benchmarks/Default.aspx>]